

Georgia
Milestones
Assessment System



**End-of-Course (EOC)
Interpretive Guide
for Score Reports**

**For Use with Score Reports from
Winter 2022–Summer 2023 Administrations**

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PURPOSE OF THIS GUIDE

The purpose of this guide is to provide essential information to help various stakeholders interpret reports, scores, and data related to the Georgia Milestones End-of-Course (EOC) Assessments. The primary users of this guide are educators and parents. This guide should assist all stakeholders in understanding how to interpret and use the various scores for improving student attainment of the knowledge and skills assessed. This guide details the Individual Student Report and various reports created primarily for system and school staff use in evaluating student learning and making decisions about improving instruction.

This guide is organized into four sections:

- Background of Georgia Milestones,
- Key Terms,
- General Guidelines for Score Interpretation, and
- Georgia Milestones Sample Reports with Annotations.

BACKGROUND OF GEORGIA MILESTONES

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program that spans grades three through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-mandated content standards in English language arts (ELA), mathematics, science, and social studies. Georgia Milestones is designed to provide students with critical information about their own achievement and readiness for their next level of learning—be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunity provided throughout the state of Georgia. As such, Georgia Milestones serves as a key component of the state’s accountability system—the College and Career Ready Performance Index (CCRPI).

Students in grades 3 through 8 take End-of-Grade (EOG) assessments:

- grades 3, 4, 6, and 7 take English language arts and mathematics;
- grade 5 takes English language arts, mathematics, and science; and
- grade 8 takes English language arts, mathematics, science, and social studies.

Students enrolled in any of the high school courses designated by the State Board of Education take an EOC assessment.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in English language arts (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English language arts assessment; and
- online administration as the mode of testing.

The remainder of this section will focus on Georgia Milestones EOC assessments.

EOC Administrations

The EOC assessment program has three primary test administration windows: winter, spring, and summer. There are also mid-month windows for assessments administered in August, September, October, November, January, February, and March. Based on their local school calendar, each school district selects their local test dates from within the state-designated test administration window.

Courses Assessed

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-mandated content standards. The Georgia Milestones EOC program assesses the following courses, as designated by the State Board of Education. The EOC assessments serve as the final exam in these courses. The courses are:

English Language Arts

- American Literature and Composition

Mathematics

- Coordinate Algebra
- Algebra I

Science

- Biology

Social Studies

- United States History

Using the End-of-Course Assessment as a Final Exam

Any student enrolled in an EOC course, regardless of grade level, is assessed at the completion of the course. This includes middle school students who are enrolled in one or more high school courses associated with an EOC assessment. The EOC assessment is given as a final exam and the score is part of the student's final grade in the course. The percentage that the EOC score counts in a student's final grade is determined by the State Board of Education. The final course grade must be a 70 or higher to pass the course and receive credit towards graduation. For more information about the passing score rule and graduation requirements, see State Board Rules 160-4-2-.48 and 160-4-2-.13.

Alignment to Standards

The test items on Georgia Milestones are aligned to the Georgia academic standards for each course. The content standards describe what a student is expected to know and do. The Georgia Milestones test items have been written to assess the content knowledge and skills that are described in the academic content standards. During the item development process, Georgia educators review the items to ensure there is a match between the items and standards. Links to the academic standards and support documents are available on the Georgia Department of Education website at <https://www.georgiastandards.org>. For more information on Georgia's Test Development process, visit: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Test_Development.aspx.

End-of-Course Assessment Contents

The contents of the EOC assessments are outlined in the test blueprints which are designed to communicate the structure of the Georgia Milestones assessments. The blueprints outline the types of items students will encounter on each course assessment, as well as the number of items and number of points possible. The blueprints also outline the domains, which are reporting categories based on groupings of related content standards. The standards assessed in each domain and the approximate percentage of points allocated to each domain are also provided. EOC test blueprints can be found at: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>.

Format of Georgia Milestones End-of-Course Assessments

Georgia Milestones assessments are administered online, with paper forms available for those students who cannot access the online assessment due to their disability.

The EOC assessments contain various item types to assess student achievement. ELA has selected-response items, constructed-response items, extended constructed-response items, extended writing-response items, and technology-enhanced items. Science, social studies, and mathematics include selected-response items and technology-enhanced items. Each item type is described below.

A **selected-response** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These questions are each worth one point.

A **constructed-response** item asks a question and students provide a response that they construct on their own. These questions are each worth two points. Partial credit may be awarded if part of the response is correct. The ELA EOC assessment contains constructed-response items.

An **extended constructed-response** item is a specific type of constructed-response item that requires a longer, more detailed response. These items are worth four points each and partial credit may be awarded. The ELA EOC assessment contains the narrative writing response, which is an extended constructed-response item.

The **extended writing-response** item is a specific type of constructed-response item that requires students to produce an argument or develop an informative or explanatory response based on information read in two passages. The extended writing-response task is scored on a seven-point scale: four points for idea development, organization, and coherence, and three points for language usage and conventions. It is found in Section 1 of the ELA EOC and follows three selected response items and one two-point constructed-response item, which serves to help focus students' thoughts on the passages and to prepare them for the task.

A **technology-enhanced** item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, Mathematics, Science, and Social Studies, there are four specific types of technology-enhanced items being used: multiple-select, multiple-part, drag and drop, and drop down. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that combines multiple-choice and/or multiple-select. For these item types, the student selects the responses from the choices provided. Drag and drop items allow response choices to be moved and placed in another location (such as a chart or map). Drop down input items allow the student to select their response from a drop down list. In addition to these item types, ELA also uses a two-part item called an Evidence-Based Selected-Response (EBSR) item. In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. Mathematics will also present students with graphing items, keypad-input items, and items that allow students to use the protractor tool. Graphing items allow students to graph and label points and lines, and shade regions in a coordinate plane. Keypad-input items require students to answer a question by providing the corresponding mathematical expression or equation. The protractor tool allows students to measure angles. Table 1 summarizes the Georgia Milestones item types by content area.

Table 1: Georgia Milestones Item Types

Item Types	ELA	Mathematics	Science	Social Studies
Selected-Response/Multiple-Choice (1 pt)	X	X	X	X
Constructed-Response				
Short Constructed-Response (2 pts)	X			
Extended Constructed-Response (4 pts)	X			
Extended Writing-Response (7 pts)	X			
Technology-Enhanced (1 pt or 2 pts)				
Multiple-Select	X	X	X	X
Multiple-Part	X	X	X	X
Evidence-Based Selected-Response	X			
Drag and Drop*	X	X	X	X
Graphing		X		
Drop Down Input	X	X	X	X
Keypad Input		X		
Protractor		X		

*Some drag and drop items may include graphing concepts.

KEY TERMS

Accommodations

Accommodations are changes in a test administration that assist an eligible student in accessing the assessment and are only available to those students who have a documented disability or are classified as an English Learner (EL). The accommodations allowed on the EOC assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students who are eligible due to their disability and/or level of English language proficiency. When used appropriately, they reduce or even eliminate the effects of a student’s disability or limited language proficiency. They do not, however, reduce learning expectations.

An **accommodation** is an alteration in the administration of an assessment that allows students to participate meaningfully in the assessment process. Appropriate accommodations should be clearly determined by a student’s Individualized Education Program (**IEP**) team, a Section 504 Individual Accommodation Plan (**IAP**) Committee, or an English Learner/Test Participation Committee (**EL/TPC**). The accommodations used by a student on a test must be consistent with the instructional and classroom assessment accommodations he or she is provided and must meet the criteria of state-approved accommodations.

There are two types of accommodations:

- **Standard Accommodations** provide access to the assessment without altering the construct measured by the assessment.
- **Conditional Accommodations** are more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations may only be provided to students who meet specific eligibility criteria. A test score for a student provided a conditional accommodation(s) must be interpreted in light of the accommodation given.

The type of accommodation provided to a student determines the administration type (see below). For more information on accommodations, see the *Student Assessment Handbook* posted annually on the Georgia Department of Education’s website at www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx.

Achievement Level

An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner* (see pages 9 and 10 of this guide for more information).

Achievement Level Descriptor (ALD)

An achievement level descriptor (ALD) is a narrative statement describing each achievement level in terms of what the student has learned and is able to do. A condensed version of the ALDs is provided for parents in the Individual Student Report. Both the condensed and more detailed versions of the ALDs are available on the Georgia Department of Education website at www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx.

Administration Type

Administration type refers to the testing conditions under which a given student participates in an assessment. As required by federal and state law, all students must participate in a state’s annual assessment that is based on its adopted content standards. As previously stated, students with disabilities (including those with Section 504 plans) and English Learners (ELs) may be eligible for accommodations that allow them to participate meaningfully in an assessment. **Based on the accommodation type, the administration type for these students would be classified as one of the following:**

- **Standard Administration** refers to testing conditions in which the procedures and directions prescribed in the administration manual are followed **exactly**. This includes administrations where students are provided standard accommodations, such as testing in a small-group setting or using large-print materials.
- **Conditional Administration** refers to testing conditions in which more expansive accommodations are used to provide access for students with more severe disabilities or very limited English proficiency and who would not be able to access the assessment without such assistance. Because conditional accommodations may encroach on the skills targeted by the test, caution must be exercised when determining whether a student requires such accommodations to access the test. Test results for students who receive such accommodations must be interpreted in light of the conditional accommodation(s).

Criterion-Referenced Test

A criterion-referenced test is designed to provide information about how well a student has mastered the state-mandated content standards within a course. It allows its users to make score interpretations of a student's performance in relation to a specified performance standard or criterion, rather than in comparison to the performances of other test takers. The assessments included in the Georgia Milestones Assessment program are criterion-referenced tests.

Domain

A domain is a group of related content standards within a course. Providing information at the domain level helps educators determine the relative strengths and areas of need of individual students and entire classes as a whole. The number of domains on an EOC assessment varies by course (see page 14 of this guide).

Grade Conversion Score (GCS)

A grade conversion score (GCS) is a transformation of the Georgia Milestones EOC scale score to a number between 0 and 100. Since the EOC assessment is used as the final exam for a course, the GCS provides a score on the typical 0 to 100 grade scale.

GTID

The Georgia Test Identifier (GTID) is the unique 10-digit number assigned to each student that identifies the student throughout his or her public education years in the Georgia public school system.

Lexile®

A Lexile, sometimes called a *Lexile measure*, is a standard score that matches a student's reading ability with the difficulty of textual material. Lexile scores are used to match readers with texts of appropriate difficulty levels. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile on the American Literature and Composition EOC assessment is 1800L. More information about Lexiles can be found on pages 14 and 16 of this guide or at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

Lexile® Range

A student's Lexile score is used to determine his or her Lexile range; a full Lexile range can be used to select reading material for the classroom and at home. The *leisure* range represents the easiest kind of reading material that is appropriate for the student and can be found by subtracting 100L from the student's Lexile measure. The *motivating* range represents the most difficult level of material the student can read successfully and is found by adding 50L to the student's Lexile measure.

Lexile “Stretch” Bands

Lexile “stretch” bands are ranges of Lexiles by grade/course that indicate the text complexity on which students should be reading to be on the pathway to be college or career ready upon high school graduation. More information about Lexile “stretch” bands can be found on pages 14 and 16 of this guide or at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

Mean Scale Score

The mean is the arithmetic average of a set of scale scores. The mean scale score is found by adding all the scale scores in a given distribution and dividing that sum by the total number of scale scores.

Norm-Referenced Scores

Performance on the Georgia Milestones assessment can be used to compare achievement to a national sample of students. To do this, a concordance between Georgia Milestones and TerraNova, a norm-referenced achievement test (updated in 2017), is used to determine an estimated norm-referenced percentile. This estimation process provides norm-referenced scores, where student performance on a test can be compared to a nationally-representative reference group of students.

- **National Percentile Ranks** range from 1 to 99 and are commonly used for reporting norm-referenced test results to students and their parents and/or guardians. A percentile may be interpreted as the percentage of students in a national sample whose scores fall below a given student's TerraNova scale score. For example, if a student's scale score converts to a national percentile (NP) rank of 71, the student scored as well as or better than approximately 71 percent of the students in the national norming group.
- **National Percentile Range** indicates where a student's true national percentile ranking likely falls. For example, if a student's national percentile range is 54–74, it indicates that the student performed as well as or better than 54 to 74 percent of the national norming group. The specific computation of the national percentile range is based on the concordance between the TerraNova scale score and Georgia Milestones scale score and the standard error of measurement.

Note that the TerraNova scale scores and national percentile ranks are not included on score reports to avoid confusion with Georgia Milestones scale scores. Since 2020–2021, Individual Student Reports only include the estimated national percentile range for the student.

Summary reports include median national percentile and normal curve equivalent information. This information is important when studying overall performance and in comparing class, school, and system student achievement.

- **Median National Percentile:** The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50.
- **Normal Curve Equivalent (NCE) Scores** range from 1 to 99 and measure where a student falls along the normal curve distribution. The NCE scale coincides with the percentile rank scale at 1, 50, and 99. Unlike percentile ranks, the NCE is an equal-interval scale, meaning that the difference between two successive scores on the scale has the same meaning throughout the scale. Therefore, NCE scores can be averaged across students to calculate a mean NCE score for a class, school, system, or state.

Scale Score

A scale score is a mathematical transformation of the total number of points earned (i.e., the raw score). Scale scores provide a uniform metric for interpreting and comparing scores within each course.

Standard Deviation (SD)

The standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.

Standard Error of Measurement (SEM)

The standard error of measurement (SEM) is the amount a student's observed score (the score the student actually receives on the assessment) may vary from his or her "true" score, based on the reliability of the test. More information about the SEM can be found on page 11 of this guide.

Student Growth Percentiles

Student growth percentiles (SGPs) describe the amount of growth a student has demonstrated relative to academically similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. More information on SGPs can be found on page 11 of this guide.

Test Form

Multiple versions of tests are developed for each course of the Georgia Milestones Assessment. These alternate tests, referred to as parallel test forms, are designed to be as similar as possible in terms of test specifications and statistical criteria. Although test forms may differ slightly in difficulty, tests are equated through a statistical process so that scale scores are equivalent across test forms within the same course and can be compared across administrations.

GENERAL GUIDELINES FOR SCORE INTERPRETATION

This section provides general guidelines for interpreting various scores generated from the Georgia Milestones EOC assessment. Educators are advised to help parents understand the various components of the Individual Student Report. Particularly, the focus should be to help parents understand their child’s individual strengths and areas of need in relation to the expectations of the state-mandated content standards. School and system staff should use the various school, system, and state summary reports to understand the strengths and areas of need of the school’s or system’s curriculum and instruction. In general, score interpretation should focus on how well students have learned the skills and knowledge outlined in the state-mandated standards and incorporate other evidence of student learning.

Understanding the Use of Scale Scores

In order for different stakeholders (policymakers, systems, schools, parents, etc.) to make consistent and accurate decisions based on assessment results, the scores reported from assessments need to be comparable—that is, scores must carry the same meaning regardless of which form was administered. The use of scale scores to report student performance makes this possible and has distinct advantages over other methods such as raw scores and proportion-correct information. Creating scale scores is analogous to converting currency from different countries to US dollars in order to report the relative value of different currencies. For example, scores for the SAT, the widely-used college entrance exam, are reported on a scale ranging from 200 to 800. Student raw score performance on the SAT is converted to the reporting scales in order to take into account any differences between the various forms of the SAT that are administered.

Scores on all Georgia Milestones reports are expressed as scale scores. The scale score reported for each EOC assessment is derived by converting the total number of points earned on the test (i.e., the raw score) to the Georgia Milestones scale for each particular EOC assessment. Scale scores are comparable across all test forms and administrations for the *same* EOC assessment. For example, a scale score of 525 on the American Literature and Composition EOC assessment from one form of the test, or from one administration, indicates the same examinee ability as a score of 525 from any other form or administration of the American Literature and Composition EOC assessment. Each time a test is administered, a new form of that test has been equated with previously administered forms to adjust for differences in difficulty, and the scores on the different forms share the same reporting scale. Scale scores are *not* comparable across different EOC assessments. Thus, a scale score of 525 on the American Literature and Composition EOC assessment does not indicate the same level of ability as a scale score of 525 on the United States History EOC assessment.

Scale Scores and Achievement Levels

To provide more meaning to an assessment’s scaling system, achievement levels are established. A process known as standard setting helps to define points along the scale score range and gives additional meaning to student performance. These points that define different achievement levels are known as cut scores. Georgia educators and stakeholders from around the state participated in the standard setting process for the Georgia Milestones EOC assessments in August 2015. The cut score recommendations from this statewide committee were presented to the State Board of Education and adopted in September 2015.

An achievement level is a range of scores that defines a specific level of student performance, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The following are the general policy ALDs for the Georgia Milestones Assessment System.

Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

The achievement level classification for a student is determined by the scale score cuts. EOC scores are reported on a scale that can range from 140 to 820. The minimum and maximum scale scores for the different EOC assessments differ because the tests vary in length and relative difficulty. Table 2 presents the scale score ranges and cut scores associated with each student achievement level and EOC assessment.

Grade Conversion Score (GCS)

The Georgia Milestones EOC assessments serve as the final exam for the EOC courses and account for a percent of a student’s course grade as defined by State Board of Education Rule 160-4-2-.13; therefore, a score on the typical 0–100 grade scale must be provided. The grade conversion score (GCS) is used as this score. The GCS is not a percent correct score. Rather, it corresponds directly with the scale score.

Grade conversion scores are derived from the scale score in the following manner for the Georgia Milestones scales. The value of 0 is assigned to the lowest obtainable scale score (LOSS), which differs by course. The value of 68 is assigned to the scale score cut for *Developing Learner*, which is 475. The value of 80 is assigned to the scale score cut for *Proficient Learner*, which is 525. The value of 92 is assigned to the scale score cut for *Distinguished Learner*, which differs by course. The value of 100 is assigned to the highest obtainable scale score (HOSS). The HOSS differs by course. Finally, a linear transformation is applied to all possible scale scores between any of the two key points referenced above. Table 2 presents the grade conversion scores associated with each student achievement level.

Table 2: Georgia Milestones End-of-Course Scale Score Ranges and Grade Conversion Score Ranges by Achievement Level

Achievement Levels								
	Level 1: Beginning Learner		Level 2: Developing Learner		Level 3: Proficient Learner		Level 4: Distinguished Learner	
	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score
American Literature and Composition	190 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 750	92 to 100
Coordinate Algebra	215 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 790	92 to 100
Algebra I	200 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 785	92 to 100
Biology	140 to 474	0 to 67	475 to 524	68 to 79	525 to 608	80 to 91	609 to 820	92 to 100
United States History	215 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 765	92 to 100

Standard Error of Measurement (SEM)

The standard error of measurement (SEM) is an estimate of the precision at various points along the score scale, and is also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that his or her observed score (the score that is actually received on the test) may vary from his or her “true” score within a range of “observed score plus or minus the SEM.” Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each EOC assessment, and an error band (plus/minus one SEM unit) is reported together with the student’s scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student’s score on each test. For example, if a student receives a score of 543, the SEM range might be 526–560. The wider this range, the greater the potential variation between the student’s observed score and his or her “true” score. The SEM is a way to measure this variation. If a student were to take this assessment multiple times, the scores would likely fall within the SEM range.

Student Growth Percentiles

Student Growth Percentiles (SGPs) quantify student progress from one year to the next by comparing a student’s test performance to that of academically similar students. To calculate SGPs, historical student assessment data are used to model student performance on prior assessments, current assessments, and the growth in between assessments. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance the student demonstrated compared to their academic peers.

As a simple illustration, consider a student who scored 525 on last year’s test and a 575 on this year’s test. Their scores on this year’s test will be compared with those of other students who scored 525 on last year’s test (i.e., their academic peers). Their SGP of 75 indicates they scored better than 75 percent of their academic peers who scored 525 last year.

In 2022–2023, SGPs are calculated for Algebra I and Coordinate Algebra, and are reported for students who have at least two immediately consecutive test scores in the same subject (e.g., a current score in Algebra I and a prior score in grade 8 Mathematics). In cases where two prior test scores are available, students are compared with their peers who have the same combination of prior-year test scores. SGP are not calculated for Biology and U.S. History. American Literature SGPs will not be calculated in 2022–2023 due to prior score data limitations as a result of the cancellation of testing in spring 2020. SGPs will be calculated for American Literature in future years when sufficient data are available.

Much like achievement levels are used to provide additional context to scale scores, growth levels provide additional context for interpreting student growth percentiles. SGP levels were set using information about the relationship between student growth and achievement and classify SGPs into three categories: Low Growth, defined as SGPs between 1 and 34, Typical Growth, defined as SGPs between 35 and 65, and High Growth, defined as SGPs between 66 and 99. A student who demonstrates low growth may struggle to maintain his or her current level of achievement, a student who demonstrates typical growth may maintain or improve academically, and a student who demonstrates high growth may make greater improvements academically.

Students With Conditional Scale Scores

Students with disabilities (including those with Section 504 plans) and English Learners (ELs) are allowed accommodations on the EOC assessments that are consistent with the instructional and testing accommodations annotated in the student’s IEP, IAP, or EL/TPC. Only accommodations approved by the Georgia Department of Education may be used. Certain accommodations are considered standard and do not affect score interpretation. However, other accommodations are nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and ELs with very limited English proficiency to access the assessments. Conditional accommodations are limited to a small number of students who meet specific eligibility criteria.

If a student had a conditional accommodation/administration, then his or her scale score appears with a ‘**CA**’. Any test score (e.g., scale score, GCS, national percentile range, etc.) resulting from a conditional administration must be interpreted in light of the specific accommodations provided to the student during testing because conditional accommodations are more expansive than standard accommodations and may encroach on the knowledge and skills targeted by the assessment.

The teacher should review the test results in light of the student’s IEP, IAP, or EL/TPC and explain to a parent the type(s) of accommodation(s), if any, that were provided during testing. Discussions should focus on the fact that the student obtained an EOC assessment score with a conditional accommodation(s) and that it is not clear how his or her performance would be affected if such a conditional accommodation(s) were removed.

The discussion should also include what type(s) of instructional and testing accommodations will be allowed in the student’s IEP, IAP, or EL/TPC *next year*. The goal should always be to allow the student to learn and demonstrate what he or she has learned with fewer accommodations over time. Accommodations should foster independence for students, not dependence.

NOTE: The ELA EOC assessment provides several scores: an ELA scale score, a reading status, a Lexile measure, a national percentile range, and a Student Growth Percentile. If a student takes the ELA EOC assessment with a conditional accommodation, each of these scores needs to be interpreted in light of this conditional administration.

Students Not Receiving Scale Scores

There are a number of reasons why a student may not receive a scale score. In these cases, the student receives one of the following designations in lieu of a scale score.

- **PTNA:** This designation indicates **Present, Test Not Attempted**. A PTNA designation is used for instances in which a student was present for the test administration but was unable to test. Parental request for a student to opt out of testing is not an allowable use of PTNA. Scores associated with a PTNA are not included when computing statistics for the summary reports.
- **DNA:** This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the EOC assessment. For example, students who log in to a test session but do not answer any questions will receive a DNA. This differs from situations where students enrolled in the assessment do not log in to a test session. For these students, nothing is reported because a test was not created for them. Scores associated with DNA are not included when computing statistics for summary reports.
- **IV:** This designation indicates that there was an irregularity associated with a student's test administration and the student's score was **Invalidated**. For example, if a student cheats on an EOC assessment, he or she would receive an IV rather than a scale score for that test. Scores associated with an invalidated administration are not included when computing statistics for the summary reports.
- **PIV:** This designation indicates that there was an irregularity in test administration that resulted in a **Participation Invalidation**. In a Participation Invalidation, the student's score is invalidated **and** the student is not considered a participant for accountability purposes. For example, if a student receives an inappropriate accommodation on an EOC assessment, the student would receive a PIV rather than a scale score for that assessment, and he or she would **not** be counted as a test participant. Scores associated with a PIV are not included when computing statistics for the summary reports.
- **ME (Spring only):** A significant **Medical Emergency** is a rare medical event that prevents a student who otherwise would have participated in the assessment from participating throughout the duration of the state testing window and any subsequent test window during the school year. Scores associated with ME are not included when computing statistics for summary reports.
- **LCE:** This designation indicates that there is a local coding error that the school system must correct prior to the student receiving a scale score. An LCE designation will appear only on preliminary reports. All LCE designations must be resolved prior to the close of the state administration window.

SCORES BASED ON SUBSETS OF ITEMS

Interpreting Domain Level Information

For each course, related content standards are grouped into smaller categories called domains. An overview of the domains assessed on each EOC assessment is presented in Table 3.

Table 3: Domain Structure for Each Georgia Milestones End-of-Course Assessment

EOC Domains									
American Literature and Composition	Reading & Vocabulary	Key Ideas and Details	Craft and Structure / Integration of Knowledge and Ideas	Vocabulary Acquisition and Use	Reading Literary Text	Reading Informational Text	Writing & Language	Writing	Language
Coordinate Algebra	Algebra (includes Number and Quantity)	Functions	Algebra Connections to Geometry	Algebra Connections to Statistics and Probability					
Algebra I	Equations	Expressions	Functions	Algebra Connections to Statistics and Probability					
Biology	Cells	Cellular Genetics and Heredity	Classification and Phylogeny	Ecology	Theory of Evolution				
United States History	Colonization through the Constitution	New Republic through Reconstruction	Industrialization, Reform, & Imperialism	Establishment as a World Power	Post-World War II to the Present				

Student performance for each domain is reported on the Individual Student Report and Class Roster Report to provide information about a student’s relative strengths and/or areas of need within the course. For mathematics, science, and social studies, each item on the assessment contributes to the student’s performance in a single domain in that content area. However, each item on the ELA assessment contributes to the student’s performance in multiple domains. There are two primary domains for ELA: Reading & Vocabulary and Writing & Language; every ELA item on the assessment contributes to the student’s Reading & Vocabulary performance or the student’s Writing & Language performance. Additionally, each reading and vocabulary question is used to determine a student’s performance on one of these related domains: Key Ideas and Details, Craft and Structure/ Integration of Knowledge and Ideas, or Vocabulary Acquisition and Use. Each reading and vocabulary question is also used to determine a student’s performance on one of these related domains: Reading Literary Text or Reading Informational Text. Similarly, each writing and language question is used to determine a student’s performance on one of these related domains: Writing or Language. Although each ELA item is used in determining performance in multiple domains, each item counts only one time in the student’s overall ELA scale score.

Domain Mastery

To provide more information about student achievement on the Georgia Milestones, an indication of domain mastery is reported. Domain mastery indicators provide information about a student's strengths and areas of need for different aspects of test content. Domain mastery is determined by classifying the likelihood of student proficiency on the overall assessment, given student performance on the domain. As the likelihood of *overall* student proficiency increases as a function of *domain* achievement, we have greater confidence that the student has indeed mastered an aspect of test content. Domain mastery is reported with three levels.

- A student who achieves *Remediate Learning* has not demonstrated mastery on a domain and should consider additional study or instruction opportunities on that domain. In particular, the domain achievement suggests that the student has less than a 40 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.
- A student who achieves *Monitor Learning* has not consistently demonstrated mastery on a domain and thus additional information should be gathered to further evaluate their mastery of the domain. In particular, the domain achievement suggests that the student has between a 40 percent chance and an 89 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.
- A student who achieves *Accelerate Learning* has demonstrated mastery on the domain, reflecting an area of strength. In particular, the domain achievement suggests that the student has a 90 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.

NOTE: The results for domains that are measured with fewer points are less reliable than for domains measured with more points. Thus, when only a few points are used to measure a domain, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported. To find the approximate number of points allocated to each domain, visit the EOC blueprints that can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>.

Interpreting Lexile Measures

A Lexile measure is a standard score that matches a student's reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. A Lexile can be interpreted as the level of text that a student can read with 75 percent comprehension. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The ELA EOC assessment has been linked to the Lexile® Framework for Reading in an effort to provide teachers with an additional indicator of a student's reading ability. A student's Lexile score is based on their performance on the subset of items from the Reading & Vocabulary section of the ELA assessment and the Lexile score associated with that performance. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile on the American Literature and Composition EOC assessment is 1800L. **A student must take an ELA EOC assessment and receive an ELA scale score in order to receive a Lexile measure.**

In advising parents, educators should point out that the Individual Student Report not only shows the student's obtained Lexile measure, but also displays a Lexile range. The lower value of the range represents the easiest kind of reading material that is appropriate for the student for leisure reading; it can be found by subtracting 100L from the student's Lexile measure. The higher value of the range represents the most difficult level of material the student can read successfully for a motivating challenge; it is found by adding 50L to the student's Lexile measure.

A student’s Lexile range can be used in selecting reading material for the classroom and at home. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile® Framework for Reading. The Lexile measure is a useful tool for matching student readers with appropriate texts.

When advising parents about how to use their student’s Lexile measure and range to select reading material, educators should stress the following points:

- The Lexile measure is a good starting point but should not be the only factor in identifying reading material.
- The Lexile measure is a measure of textual difficulty and does not take into account age appropriateness, student interest, or the quality of the text.
- Educators and parents should always preview books before encouraging students to read them.

It is generally not appropriate to calculate a mean Lexile score for a class, school, or system because the Lexile measure is intended to match an individual student’s reading ability with texts of appropriate difficulty levels. The Class Roster Summary and Content Area Summary Reports provide summary information on Lexile measures. These reports show a distribution of the percentage of students who fall below, within, or above the Lexile “stretch” band. The Lexile “stretch” bands shown in Table 4 are ranges of Lexiles by grade/course that indicate the text complexity students should be reading to be college or career ready upon high school graduation.

Table 4: Georgia Milestones Lexile “Stretch” Bands

Grade/Course	College & Career Ready “Stretch” Lexile Bands
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
American Literature and Composition	1185L to 1385L

The Lexile bands in the table above help teachers and parents determine what level of text is appropriate for each grade or course and what level of text will stretch the students and help them improve literacy skills. Students should read written texts within the “stretch” Lexile band each year to set themselves up for college and career readiness upon high school graduation.

To find out more about using Lexiles in the classroom or at home, visit the Georgia Department of Education’s Lexile® Framework for Reading website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

Interpreting Reading Status

The Reading Status indicator is based on student performance on the Reading & Vocabulary subset of items on the ELA assessment and the associated Lexile score.

Reading Status is reported as one of the following:

- *Below Grade Level*
- *Grade Level or Above*

A student who earns a Lexile score equal to or greater than the lower bound of the grade-level stretch band will be classified as “Grade Level or Above”. A student who earns a Lexile score less than the lower bound of the grade-level stretch band will be classified as “Below Grade Level”. The grade-level stretch bands are listed in Table 4 above.

Interpreting Writing Scores (American Literature and Composition only)

To provide information about student writing performance, the number of points earned on the writing tasks (the extended writing task, which is either argumentative or informational/explanatory, and the narrative writing task) is reported. The writing tasks are scored and reported as follows:

- Extended Writing Task: reported as scores for the following two traits:
 - Trait 1: Idea Development, Organization, and Coherence: number of points earned out of 4 points
 - Trait 2: Language Usage and Conventions: number of points earned out of 3 points
- Narrative Writing Response: number of points earned out of 4 points

It is important to note that performance on other items, combined with performance on the writing tasks, contribute to the domain mastery designation for the Writing domain (as well as the Writing & Language domain). Therefore, it is possible that a student who earns high scores on the writing tasks may receive the Remediate Learning designation on these domains if fewer points are earned for the other items.

Braille Forms

Students who take the Braille form of the EOC assessment are scored only on those items that are present on the Braille form of the assessment. Because some test items may not be converted to Braille, the Braille form may have a different number of items in a given domain than other EOC assessment versions. Most Braille forms have the same number of items as regular forms because Universal Design has been the focus throughout item and test development.

Interpreting Group Data in Summary Reports

Summary reports are provided for classes, schools, systems, and the state. In addition, some reports provide comparative data at the school, system, Regional Educational Service Agency (RESA), and state levels. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. With smaller group sizes, the findings may be more unstable due to the larger error associated with the group statistics. It is also noted that the sum of the percentages of students falling into each achievement level may not total exactly 100 percent due to rounding.

Results from students using the Braille form of the EOC assessment are included in the summary reports. Because some items cannot be converted to Braille, the Braille version may have slightly fewer items than the standard version. All tests in a given form of a course are equated so that total test performance is comparable. However, when examining domain performance, caution should be taken when comparing the achievement of students who took the Braille version with the achievement of students who took the standard EOC assessment because the items that could not be Brailled may impact one domain more than another.

GEORGIA MILESTONES SAMPLE REPORTS WITH ANNOTATIONS

This section of the *EOC Interpretive Guide for Score Reports* provides samples of reports with annotation of the different components of each report. Electronic versions of static reports and interactive versions of the reports are available for authorized school system personnel to access through several secure and protected sites: Interactive Reporting on DRC INSIGHT, MyGaDOE Portal, and Georgia’s Statewide Longitudinal Data System (SLDS). Table 5 provides a list of report information that is provided for the Georgia Milestones EOC assessments and their locations for the 2022–2023 school year.

Table 5: Report Type and Location

Report Type/Data File	Interactive Reporting: Batch Download, Report Delivery	Interactive Reporting: Dashboard Views and Downloads	MyGaDOE Portal	SLDS
Individual Student Report (ISR)	X	X		X
Class Roster	X	X		
LCE Roster		X		
Content Area Summary – School Level		X	X	
Content Area Summary – System Level		X	X	
Content Area Summary – State Level		X	X	
Summary Report of All Student Populations – School Level		X	X	
Summary Report of All Student Populations – System Level		X	X	
Summary Report of All Student Populations – State Level		X	X	
Student Data File – System (.txt and .xlsx)			X	
Student Data File – System (.xlsx only)	X			

Preliminary Reports

ISRs and Class Roster Reports are initially produced as preliminary reports, providing results for the student and class as soon as scores are available, rather than waiting until all testing is complete. These reports may be accessed via the DRC INSIGHT Portal from the Interactive Reporting menu. These preliminary reports are labeled as such, are cumulative, and may not include comprehensive information for the student or class. As more tests are scored, new students are added to the Class Rosters and ISRs become available. If a student has not completed the test for a course, no record for that student will display in that course, but all other courses that have been completed and scored will be reported. Once the conditions are met to transition from preliminary reports to final reports, the preliminary labeling is removed from the reports.

A Local Coding Error (LCE) designation may appear within a preliminary report. An LCE designation is used to indicate an incorrect 5-digit code has been used when assigning an irregularity code (IR, PTNA, IV, PIV, ME). An LCE designation is not used to indicate a partial test. All LCE designations must be resolved prior to the close of the state administration window. During preliminary reporting, an LCE Roster is made available in the Interactive Reporting platform for districts to identify any students with LCE designations and make the necessary corrections.

On the following pages, sample reports are provided. Sample static reports are shown first followed by sample interactive reports. The sample ISRs, Class Rosters, and LCE Rosters in the following pages contain fictitious student names and other information (e.g., GTID) and are provided to illustrate different aspects of test results and reports.

STATIC REPORTS

Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. A sample American Literature and Composition ISR appears on pages 22 and 23.

A sample United States History ISR appears on pages 24 and 25.

The top of each page of the ISR (on pages 22 through 25) provides:

- 1 **Student Demographic Information:** student name, GTID, birth date, test date, form, class name, school name, and system name.

The first page of the ISR (on pages 22 and 24) also provides:

- 2 **Achievement Level:** The overall student achievement level on each test is categorized as *Beginning Learner*, *Developing Learner*, *Proficient Learner*, or *Distinguished Learner*. According to the American Literature and Composition sample ISR, Caleb Cruz's overall performance level is *Proficient Learner*. On the United States History sample ISR, Todd Tehrani's overall performance level is *Beginning Learner*.
- 3 **Scale Score:** This area of the report shows a student's scale score and the range of scale scores for the achievement level. According to the American Literature and Composition sample ISR, Caleb Cruz's scale score is 552 and this falls within the *Proficient Learner* scale score range of 525–589. Todd Tehrani's scale score on United States History is 463 and this falls within the *Beginning Learner* scale score range of 215–474.
- 4 **Grade Conversion Score (GCS):** A GCS, ranging from 0 to 100, is a transformation of the scale score and is helpful because it can be more readily incorporated into the course grade than a scale score. Caleb Cruz's American Literature and Composition GCS is 85. Todd Tehrani's United States History GCS is 64.
- 5 **Achievement Levels:** Brief descriptions of all four Georgia Milestones achievement levels are provided to allow students and parents to see the full continuum of expectations.

The second page of the ISR (on pages 23 and 25) includes the student's:

- 6 **Achievement Level:** Caleb Cruz's achievement level in American Literature and Composition is *Proficient Learner*, with a scale score of 552. Caleb demonstrates proficiency in the knowledge and skills necessary in American Literature and Composition, as specified in Georgia's content standards. Todd Tehrani's United States History achievement level is *Beginning Learner*, with a scale score of 463. Todd does not yet demonstrate proficiency in the knowledge and skills necessary in United States History.
- 7 **Standard Error of Measurement (SEM):** The standard error of measurement (SEM) is calculated independently for each EOC assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. On the sample ISR for American Literature and Composition, Caleb Cruz received a scale score of 552 on the day of testing. If he were to take the same test again, it is likely that his score would be within the standard error of measurement range of 534–570. On the sample ISR for United States History, Todd Tehrani received a scale score of 463 on the day of testing. If he were to take the same test again, it is likely that his score would be within the standard error of measurement range of 447–479.

- 8 Domain Category and Performance:** Standards for each course have been grouped into domains, or clusters of standards with related content. Reporting information at the domain level helps identify relative strengths and areas of need of the student with respect to course content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the ELA EOC reports, students also receive information on how they performed on the extended writing task and the narrative writing response for the Writing & Language domain. On the sample ISR for American Literature and Composition, Caleb Cruz received an *Accelerate Learning* designation for Reading & Vocabulary, and a *Monitor Learning* designation for Writing & Language. Within the Reading & Vocabulary domain, Caleb received a *Monitor Learning* designation for Key Ideas and Details, an *Accelerate Learning* designation for Craft and Structure/Integration of Knowledge and Ideas, and a *Remediate Learning* designation for Vocabulary Acquisition and Use. Within the Text Types domain, Caleb received a *Monitor Learning* designation for Reading Literary Text, and an *Accelerate Learning* designation for Reading Informational Text. For the two traits of the extended writing task (which was an informational/explanatory essay), he earned 3 out of 4 points for Idea Development, Organization, and Coherence; 3 out of 3 points for Language Usage and Conventions; and 2 out of 4 points for the narrative writing response. On the United States History ISR, Todd Tehrani received *Remediate Learning* on all five of the domains.
- 9 Your Student’s Reading Status (ELA Only):** The reading status indicator is determined by student performance on the Reading & Vocabulary items within the ELA assessment and the associated Lexile score. Reading status is reported as either *Below Grade Level* or *Grade Level or Above*. The Lexile Framework® for Reading matches a student’s reading ability with the difficulty of text material. On the sample ISR for American Literature and Composition, Caleb Cruz received a reading status of *Grade Level or Above* and a Lexile score of 1315L. His Lexile score falls within the Lexile Range of 1215L–1365L.
- 10 Comparison of the student’s performance to a national sample of students.** A concordance table was built between the Georgia Milestones and TerraNova assessments that allows the student to receive a national percentile range. On the sample ISR for American Literature and Composition, Caleb Cruz received a national percentile range of 69–93, which means that he performed as well as or better than 69 to 93 percent of the national norming group. On the sample ISR for United States History, Todd Tehrani received a national percentile range of 02–18, which means that he performed as well as or better than 02 to 18 percent of the national norming group.
- 11 Comparison chart illustrating the student’s score compared to the mean scale scores within the school, system, and state.** On the sample ISR for American Literature and Composition, Caleb Cruz did not perform as well as most students in his school and performed better than most students in the system and in the state. On the sample ISR for United States History, Todd Tehrani did not perform above most students in his school, system, or state.
- 12 Student Growth Percentile and SGP Level** (Low, Typical, High Growth). Measures student progress from one year to the next by comparing a student’s test performance to that of academically similar students. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance that student demonstrated compared to their academic peers. In 2022–2023, SGP is not calculated for American Literature and will display as *Not Available* on the ISR. SGPs will be calculated for American Literature in future years when sufficient data are available. On the sample ISR for American Literature and Composition, Caleb Cruz’s Student Growth Percentile is indicated as *Not Available* since American Literature and Composition is not calculated for the spring 2023. SGP is not calculated for Biology or U.S. History.

Sample Individual Student Report (American Literature and Composition example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: CALEB

BIRTH DATE: 02/01/20XX

CLASS NAME: ANY CLASS

1 LAST NAME: CRUZ

TEST DATE: 04/17/23

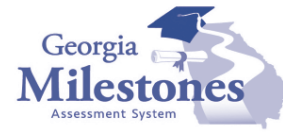
SCHOOL NAME: ANY SCHOOL

GTID: 0123456789

FORM: A1

SYSTEM NAME: ANY SYSTEM

Individual Student Report End-of-Course Assessment American Literature and Composition Spring 20XX



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 20XX Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course. The second page provides more details about your student's performance.

Your student's overall performance on the Georgia Milestones End-of-Course Assessment for American Literature and Composition

CONTENT AREA	2 ACHIEVEMENT LEVEL	3 SCALE SCORE	4 GRADE CONVERSION SCORE
American Literature and Composition	<p>LEVEL 3 PROFICIENT LEARNER</p>	<p>552</p> <p>Scale Score Range 525-589</p>	<p>85</p>
<p>Grade Conversion Score: A student's score converted to a 0 - 100 scale for use in the course grade as defined by State Board of Education Rule 160-4-2-.13.</p>			

5 Achievement Levels

LEVEL 1: BEGINNING LEARNERS do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

For more information about the achievement levels, see gadoe.org/milestones/achievement_levels.

For more information, see the [Score Interpretation Guide at testing.gadoe.org](http://testing.gadoe.org).

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03/22/2023

990005-000001-08123

Sample Individual Student Report (American Literature and Composition example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: CALEB

BIRTH DATE: 02/01/20XX

CLASS NAME: ANY CLASS

LAST NAME: CRUZ

TEST DATE: 04/17/23

SCHOOL NAME: ANY SCHOOL

GTID: 0123456789

FORM: A1

SYSTEM NAME: ANY SYSTEM

American Literature and Composition



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Spring 20XX

8

Achievement Level	
✓ Level 3: Proficient Learner	Scale Score
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	552

Domain Performance	
Reading and Vocabulary*	●
Key Ideas and Details	◐
Craft and Structure/Integration of Knowledge and Ideas	●
Vocabulary Acquisition and Use	○
Text Types*	
Reading Literary Text	◐
Reading Informational Text	●
Writing and Language	
Writing	○
Language	●

7 **Standard Error of Measurement (SEM):** A scale score of 552 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 534-570.

Extended Writing Scores ¹	
Extended Writing Argumentative Essay	
Idea Development, Organization, and Coherence	3 out of 4 points
Language Usage and Conventions	3 out of 3 points
Narrative Writing Response	2 out of 4 points

Domain Mastery ○ Remediate Learning ◐ Monitor Learning ● Accelerate Learning

¹Each Reading and Vocabulary question connects to a Reading and Vocabulary domain in the table above as well as to a Text Type domain. However, each question counts only one time in your student's total score.

9

Your Student's Reading Status	
Reading Status: Grade Level or Above	
Lexile Measure: 1315L	Lexile Range: 1215L-1365L
The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at www.lexile.com . For more information, visit www.gadoe.org/lexile.aspx .	

Comparison to a National Sample of Students
National Percentile Range: 69-93
Your student's performance can be compared to other students nationally in Language. The national percentile range is based on his or her estimated score on <i>TerraNova</i> , a nationally-normed achievement test. A national percentile range of 69-93 means that your student performed as well as or better than 69 to 93 percent of the national norming group. The national percentile range is based on his or her estimated <i>TerraNova</i> score ± the standard error of measurement.

10

11

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 590-750				
Level 3: Proficient Learner Scale Score Range: 525-589	552	554	550	520
Level 2: Developing Learner Scale Score Range: 475-524				
Level 1: Beginning Learner Scale Score Range: 190-474				

Student Growth Percentile
NOT AVAILABLE
High Growth: 66 th - 99 th Percentile Typical Growth: 35 th - 65 th Percentile Low Growth: 1 st - 34 th Percentile

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990005-000002-10323

¹Condition Codes for Writing

A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

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04/13/2023

Sample Individual Student Report (United States History example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: TODD

BIRTH DATE: 02/01/20XX

CLASS NAME: ANY CLASS

LAST NAME: TEHRANI

TEST DATE: 04/17/23

SCHOOL NAME: ANY SCHOOL

GTID: 0123456789

FORM: A1

SYSTEM NAME: ANY SYSTEM

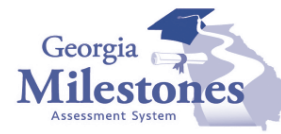
1

Individual Student Report

End-of-Course Assessment

United States History

Spring 20XX



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 20XX Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course. The second page provides more details about your student's performance.

Your student's overall performance on the Georgia Milestones End-of-Course Assessment for United States History

CONTENT AREA	ACHIEVEMENT LEVEL	SCALE SCORE	GRADE CONVERSION SCORE
United States History	LEVEL 1 BEGINNING LEARNER 	463 Scale Score Range 215-474	64

Grade Conversion Score: A student's score converted to a 0 - 100 scale for use in the course grade as defined by State Board of Education Rule 160-4-2-.13.

5

Achievement Levels

LEVEL 1: BEGINNING LEARNERS do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

For more information about the achievement levels, see gadoe.org/milestones/achievement_levels.

For more information, see the [Score Interpretation Guide at testing.gadoe.org](http://testing.gadoe.org).

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03/22/2023

990005-000003-08123

Sample Individual Student Report (United States History example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: TODD

BIRTH DATE: 02/01/20XX

CLASS NAME: ANY CLASS

LAST NAME: TEHRANI

TEST DATE: 04/17/23

SCHOOL NAME: ANY SCHOOL

GTID: 0123456789

FORM: A1

SYSTEM NAME: ANY SYSTEM

United States History Spring 20XX



6

Achievement Level	
✓ Level 1: Beginning Learner	Scale Score
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	463

8

Domain Category	Performance
Colonization through the Constitution	<input type="radio"/> Remediate Learning
New Republic through Reconstruction	<input type="radio"/> Remediate Learning
Industrialization, Reform, & Imperialism	<input type="radio"/> Remediate Learning
Establishment as a World Power	<input type="radio"/> Remediate Learning
Post-World War II to the Present	<input type="radio"/> Remediate Learning

7

Standard Error of Measurement (SEM): A scale score of **463** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **447-479**.

Domain Mastery

Remediate Learning
 Monitor Learning
 Accelerate Learning

11

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 590-765				
Level 3: Proficient Learner Scale Score Range: 525-589		530	550	525
Level 2: Developing Learner Scale Score Range: 475-524	463			
Level 1: Beginning Learner Scale Score Range: 215-474				

10

Comparison to a National Sample of Students	
National Percentile Range	
Your student's performance can be compared to other students nationally in Social Studies. The national percentile range is based on his or her estimated score on <i>TerraNova</i> , a nationally-normed achievement test. A national percentile range of 02-18 means that your student performed as well as or better than 02 to 18 percent of the national norming group. The national percentile range is based on his or her estimated <i>TerraNova</i> score \pm the standard error of measurement.	02-18

990005-000004-08123

Class Roster Reports

Class Roster Reports show students organized by classes. These reports contain demographic data and test results for each student listed on the roster. Rosters are available for each course with students listed alphabetically within the class.

The Class Roster static (PDF) report consists of two sections; one section contains a list of students and their test performance and the other section contains a summary of performance for the entire class. A sample static Class Roster Report for American Literature and Composition appears on page 29 followed by a sample static Class Roster Summary on pages 30–31. A sample static Class Roster Report for United States History appears on page 32 followed by the corresponding static Class Roster Summary on page 33.

The Class Roster Report provides:

- 1 **Course:** Each Class Roster Report lists the name of the course being reported.
- 2 **Class Demographic Information:** This includes the Class Name (as reflected by the test session name), the school name, and the system name.
- 3 **Student Demographic Information:** The student's name is followed by the student's GTID number, birth date, grade, and test form number.
- 4 **Scale Score:** The Class Roster Report indicates the scale score for each student on the roster. For example, on the American Literature and Composition roster, Maalik N. Mora received a scale score of 540. Yael Z. Young received a scale score of 413 CA, which indicates a conditional administration. In United States History, Abby B. Arnold received a 551 scale score. Pia R. Palmer received an Invalidation (IV) in lieu of a scale score.
- 5 **Achievement Level:** There are four achievement levels for the EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On the American Literature and Composition roster, Maalik N. Mora's achievement level is *Proficient Learner*, while Yael Z. Young's is *Beginning Learner*. On the United States History roster, Abby B. Arnold's achievement level is *Proficient Learner* while Pia R. Palmer does not receive an achievement level designation because her scale score code is IV for Invalidation.
- 6 **Grade Conversion Score (GCS):** Grade conversion scores range from 0 to 100. This score is for use in calculating the student's course grade. In American Literature and Composition, Maalik N. Mora received a GCS of 83. Yael Z. Young received a GCS of 51. In United States History, Abby B. Arnold received 84, while Pia R. Palmer did not receive a GCS as she received an Invalidation (IV).

7 Lexile Score (ELA Only): The individual student Lexile measure indicates the level of text that a student can read with 75 percent comprehension. Students in grades 1–12 typically score in a range from Beginning Reader (BR) to 1600L. Maalik N. Mora’s Lexile Measure on the American Literature and Composition test is 1275L. Yael Z. Young’s Lexile Measure on the American Literature and Composition test is 930L.

8 Reading Status (ELA only): For American Literature and Composition, students receive a reading status: either *Below Grade Level (-)* or *Grade Level or Above (+)*. Maalik N. Mora received a reading status of *Grade Level or Above*, and Yael Z. Young received a reading status of *Below Grade Level*.

9 Domain Scores: Standards for each course have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*.

For American Literature and Composition, Maalik N. Mora received *Accelerate Learning* on the Reading & Vocabulary and Key Ideas and Details domains, and *Remediate Learning* on the Writing & Language domain. Yael Z. Young received *Remediate Learning* on the Reading & Vocabulary and Key Ideas and Details domains, and *Monitor Learning* on the Writing & Language domain.

On the United States History Class Roster, Abby B. Arnold received *Remediate Learning* in Domain 1, *Accelerate Learning* in Domain 2, and *Monitor Learning* in Domains 3, 4, and 5. Pia R. Palmer did not receive any domain performance information because her scale score code was IV, or Invalidation.

10 Writing (ELA only): For the Writing & Language Domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. For example, Maalik N. Mora scored 3 out of 4 points on the Ideas trait (i.e., Idea Development, Organization, and Coherence) and 2 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, he scored 2 out of 4 points on the Narrative Writing Response.

Yael Z. Young received a condition code of ‘C’ for the Ideas trait (i.e., Idea Development, Organization, and Coherence) as well as on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task meaning that her responses were too limited to score. Yael received a condition code of ‘B’ on the Narrative Writing Response meaning that her response was copied from a published source.

11 National Percentile Range: The national percentile range is included for each student. In American Literature and Composition, Maalik N. Mora received a national percentile range of 84–98. Yael Z. Young received a national percentile range of 06–27. In United States History, Abby B. Arnold received a national percentile range of 45–74. Pia R. Palmer received an Invalidation (IV) on United States History so she did not receive a national percentile range.

The static Class Roster Summary (PDF) report summarizes student results for instructional decision making. Note that summary information is *not* suppressed for small groups. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

The static Class Roster Summary Report provides:

12 Overall Content Area Performance: On the Class Roster Summary PDF, the overall content area performance section of the report has three main sections. The section entitled “Students Included in Summaries” provides the number of students with scores, the mean scale score, and the standard deviation. In addition, a table shows the percentage of students scoring in each achievement level. The next section entitled “Students Not Included in Summaries” shows students with no scores and those who are excluded based on testing purposes. The last section entitled “Norm-Referenced Scores” provides the median national percentile for the class along with the mean normal curve equivalent for the class.

13 Performance on the Domains: This section of the report displays the percentages of students in each mastery category for each domain. On the American Literature and Composition report, the first domain is Reading & Vocabulary. For this domain, 42 percent of students scored in the *Remediate Learning* mastery category, 25 percent in the *Monitor Learning* category, and 33 percent in the *Accelerate Learning* category. The Reading Status shows the percentage of students who scored *Below Grade Level* or *Grade Level or Above*. The American Literature and Composition sample shows 25 percent of students scored *Below Grade Level* and 75 percent scored *Grade Level or Above*. The table of Lexile Bands provides the percentage of students that scored *Below the Stretch Band*, *Within the Stretch Band*, or *Above the Stretch Band*. The sample shows 75 percent of students fell *Within the Stretch Band (1185L–1385L)*. The next page of the American Literature and Composition Class Roster Summary provides the Writing & Language domain mastery performance as well as the performance of students on the Extended Writing Task and Narrative Writing Response. The sample shows 42 percent of students received a *Monitor Learning* mastery designation for Writing & Language. For the Extended Writing Task, 42 percent of students received a score point of 2 on the Usage trait (i.e., Language Usage and Conventions). For the Narrative Writing Response, 33 percent of students received a score point of 1. There were 5 students who received a condition code of ‘E’, indicating their narrative responses were off topic.

On the United States History report, the first domain is Colonization through the Constitution. For this domain, class-level results show that 51 percent of students scored in the *Remediate Learning* mastery category, 36 percent scored in the *Monitor Learning* category, and 14 percent scored in the *Accelerate Learning* category.

Sample Class Roster Report (American Literature and Composition example)

(Please see pages 26–28 for descriptions of numbered areas.)

CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Class Roster Summary End-of-Course Assessment Spring 20XX



American Literature and Composition

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Overall Content Area Performance **12**

Students Included in Summaries

Number of Students: 12
 Mean Scale Score: 477
 Standard Deviation: 42

Achievement Level	Percentage of Students
Level 1 - Beginning Learner	42
Level 2 - Developing Learner	42
Level 3 - Proficient Learner	17
Level 4 - Distinguished Learner	0

Students Not Included in Summaries Students with No Scores

Number of Students - Present, Test Not Attempted: 0
 Number of Students - Did Not Attempt: 0
 Number of Students - Invalidation: 0
 Number of Students - Participation Invalidation: 0
Students Excluded Based on Testing Purpose
 Number of Students - Retest: 0
 Number of Students - Test Out: 0
 Number of Students - Validation of Credit: 0

Norm-Referenced Scores

Median National Percentile: 45
 Mean Normal Curve Equivalent: 43.2

Due to rounding, percentages may not total 100%.

Domain Performance - Reading & Vocabulary **13**

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Reading & Vocabulary	42	25	33
Key Ideas and Details	67	8	25
Craft and Structure/Integration of Knowledge and Ideas	50	33	17
Vocabulary Acquisition and Use	8	75	17
Reading Literary Text	25	75	0
Reading Informational Text	83	0	17

Reading Status

Percentage of Students By Reading Status	
Below Grade Level	25
Grade Level or Above	75

Lexile Bands

Percentage of Students By Lexile Band		
Below the Stretch Band (Below 1185L)	25	0
Within the Stretch Band (1185L-1385L)	75	0
Above the Stretch Band (Above 1385L)	0	0

Sample Class Roster Report (American Literature and Composition example)

(Please see pages 26–28 for descriptions of numbered areas.)

CLASS: ANYCLASS
 SCHOOL: ANYSCHOOL
 SYSTEM: ANYSYSTEM
 STATE: GA
 CODE: 123-4567

Class Roster Summary End-of-Course Assessment Spring 20XX



American Literature and Composition

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Domain Performance - Writing & Language **13**

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Writing & Language	50	42	8
Writing	42	50	8
Language	33	67	0

Extended Writing Task	Percentage of Students with Each Score Point			
	0	1	2	3
Idea Development, Organization, and Coherence	17	25	33	25
Language Usage and Conventions	17	25	42	17

A	Number of Students with Each Condition Code*				
	B	C	D	E	F
0	1	1	0	0	0

Students with a '0' score were given a condition code.

Narrative Writing Response	Percentage of Students with Each Score Point			
	0	1	2	3
	50	33	17	0

A	Number of Students with Each Condition Code*				
	B	C	D	E	F
0	1	0	0	5	0

Students with a '0' score were given a condition code.

*Condition Codes for Writing
 A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

Sample Class Roster Report (United States History example)

(Please see pages 26–28 for descriptions of numbered areas.)



Class Roster End-of-Course Assessment Spring 20XX

2 CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

1 United States History

3 Student Name GTID	Birth Date	Grade	Form	4 Scale Score ¹	5 Achievement Level	6 Grade Conversion Score	9 Domains ^{2,3}					11 National Percentile Range ⁴	
							1	2	3	4	5		
ARNOLD, ABBY B 0123456789	02/01/20XX	11	B2	551	Proficient Learner	84	○	●	○	○	○	○	45-74
CRAMER, CHRISTINE D 0123456789	02/01/20XX	11	A1	501	Developing Learner	74	○	○	○	○	○	○	39-69
DELGADO, DAVID E 0123456789	02/01/20XX	11	A1	515	Developing Learner	77	○	○	○	○	○	○	65-92
FINCH, FARAH G 0123456789	02/01/20XX	11	A1	477	Developing Learner	68	○	○	○	○	○	○	18-44
GIAMATTI, GREGORY H 0123456789	02/01/20XX	11	B2	525	Proficient Learner	80	○	○	○	○	○	○	56-84
HOLSTROM, HAKAN I 0123456789	02/01/20XX	11	A1	510	Developing Learner	76	○	○	○	○	○	○	06-26
INCA, ISABELLA J 0123456789	02/01/20XX	11	B2	496	Developing Learner	73	○	○	○	○	○	○	29-57
LEVINE, LARRY M 0123456789	02/01/20XX	11	B2	510	Developing Learner	76	○	○	○	○	○	○	47-76
NESTER, NORA O 0123456789	02/01/20XX	11	A1	427	Beginning Learner	55	○	○	○	○	○	○	11-34
O'CONNELL, OTTO P 0123456789	02/01/20XX	11	B2	606	Distinguished Learner	93	○	○	○	○	○	○	90-99
PALMER, PIA R 0123456789	02/01/20XX	11	A1	IV			○	○	○	○	○	○	IV
ROSENBERG, ROBERT S 0123456789	02/01/20XX	11	B2	525	Proficient Learner	80	○	○	○	○	○	○	47-76
TEHRANI, TODD U 0123456789	02/01/20XX	11	A1	463	Beginning Learner	64	○	○	○	○	○	○	02-18
ZOKAI, ZOE A 0123456789	02/01/20XX	11	B2	551	Proficient Learner	84	○	○	○	○	○	○	58-87

1 Scale Score Codes
PTNA = Present, Test Not Attempted
DNA = Did Not Attempt
IV = Invalidation
PV = Participation Invalidation
CA = Conditional Administration
LCE = Local Coding Error

2 Domains
1 = Colonization through the Constitution
2 = New Republic through Reconstruction
3 = Industrialization, Reform, & Imperialism
4 = Establishment as a World Power
5 = Post-World War II to the Present

3 Domain Mastery
○ Remediate Learning
○ Monitor Learning
● Accelerate Learning


4 National Percentile Range
DNA = Did Not Attempt
IV = Invalidation

Sample Class Roster Report (United States History example)

(Please see pages 26–28 for descriptions of numbered areas.)

CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Class Roster Summary
End-of-Course Assessment
Spring 20XX



United States History

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Overall Content Area Performance 12

Students Included in Summaries

Number of Students	81
Mean Scale Score	518
Standard Deviation	46

Achievement Level	Percentage of Students
Level 1 - Beginning Learner	17
Level 2 - Developing Learner	35
Level 3 - Proficient Learner	43
Level 4 - Distinguished Learner	5

Students Not Included in Summaries

Students with No Scores

- Number of Students - Present, Test Not Attempted: 0
- Number of Students - Did Not Attempt: 0
- Number of Students - Invalidation: 1
- Number of Students - Participation Invalidation: 0

Students Excluded Based on Testing Purpose

- Number of Students - Retest: 0
- Number of Students - Test Out: 0
- Number of Students - Validation of Credit: 0

Norm-Referenced Scores

- Median National Percentile: 51
- Mean Normal Curve Equivalent: 49.1

Due to rounding, percentages may not total 100%.

Performance on the Domains 13

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Colonization through the Constitution	51	36	14
New Republic through Reconstruction	51	33	16
Industrialization, Reform, & Imperialism	30	58	12
Establishment as a World Power	48	44	7
Post-World War II to the Present	56	32	12

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04/26/20XX

Content Area Summary Reports

Static Content Area Summary Reports are generated at the state, system, and school for each course during the winter, spring, and summer main administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The School Content Area Summary Report provides overall performance data and domain-level data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data and domain-level data for the system, RESA, and state. The State Content Area Summary Report simply provides these data at the overall state level. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics. For this reason and to protect the privacy of individual students, summary information is not provided for groups of fewer than 15 students on the static Content Area Summary Reports.

A sample static School Content Area Summary Report for American Literature and Composition appears on pages 38–40.

A sample static System Content Area Summary Report for United States History appears on pages 41 and 42.

Page 1 of the Content Area Summary Reports is similar for all EOC assessments and provides:

1 Overall Performance

- Number of Students – In American Literature and Composition, 151 students at the school received scores. In United States History, the system had 3,071 students with scores.
- Mean Scale Score – In American Literature and Composition, the mean scale score for the school is 497, which is the same as the system, and less than the RESA and state. In United States History, the mean scale score for the system is 527, which is higher than both the RESA and state.
- Standard Deviation – In American Literature and Composition, the school has a standard deviation of 50. In United States History, the system’s standard deviation is 57.
- Percentage Proficient (Levels 3 & 4) – In American Literature and Composition, 25 percent of the students at the school achieved proficiency (Levels 3 & 4) as compared to 25 percent, 32 percent, and 35 percent at the system, RESA, and state levels, respectively. In United States History, the system had a greater percentage of students in Levels 3 & 4 (51 percent) than reported at the RESA (42 percent) and state levels (39 percent).

2 **Percentage of Students Proficient (Levels 3 & 4):** This is a graphical display of the percentages of students who demonstrate proficiency in the knowledge and skills necessary in this course.

3 **Percentage of Students by Achievement Level:** This is a graphical display of the percentages of students in each achievement level. In American Literature and Composition, the graph shows that the school had a larger percentage of students in the *Beginning Learner* category than the system, RESA, or state. The school had a lower percentage of students in the *Developing Learner* category than the system, the same percentage as the RESA, and a larger percentage than the state. In United States History, the system had more students scoring in the *Proficient Learner* and *Distinguished Learner* categories than the RESA and state.

4 Norm-Referenced Performance

- Median National Percentile – The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50. In American Literature and Composition, the median national percentile of 53 for the school is the same as the system and lower than that of the RESA and state. In United States History, the median national percentile for the system is 57, which is higher than both the RESA and state.

- Mean Normal Curve Equivalent – The Normal Curve Equivalent (NCE) scale ranges from 1-99 and coincides with the percentile scale at 1, 50, and 99. These are based on an equal-interval scale, which allows for meaningful comparisons. The mean NCE is computed by adding the NCE scores of all students in a group and then dividing by the number of students in that group. In American Literature and Composition, the school received a mean NCE score of 51.6. In United States History, the system’s mean NCE score was 53.9.

5 Summary Data Exclusions: This table provides counts for the number of students who were excluded from summary data calculations at either the school, system, or state levels (no comparison data is provided).

Students were excluded from summary data for one of two reasons:

1) They received a PTNA, DNA, IV, PIV, or ME designation in lieu of a scale score.

- Present, Test Not Attempted (PTNA) – No students in the school received a PTNA on the American Literature and Composition or United States History EOC assessments.
- Did Not Attempt (DNA) – In United States History, one student received a DNA.
- Invalidation (IV) – Four students in the system received an IV on the United States History EOC assessment.
- Participation Invalidation (PIV) – No students received a PIV.
- Medical Emergency (ME) (Spring only) – No students received a ME.

2) They indicated that their purpose for EOC testing was for retest, test out, or validation of credit. Although these students do receive a scale score, their scores are not included in calculations for summary reporting purposes.

- Purpose – Retest – No students indicated they took an EOC assessment as a retest.
- Purpose – Test Out – No students indicated they took an EOC assessment for test out purposes.
- Purpose – Validation of Credit – No students indicated they took an EOC assessment for validation of credit.

Pages 2 and 3 of an ELA EOC Content Area Summary Report provides:

6 Performance by Reading Status (ELA only): This table displays the percentage of students who are *Below Grade Level* or at *Grade Level or Above* for the Reading & Vocabulary Domain. On the American Literature and Composition school report, 69 percent of students are reading at *Grade Level or Above* as compared to 72 percent at the system level, 75 percent at the RESA level, and 74 percent at the state level.

7 Lexile Distribution (ELA only): This is a graphical display of the percentages of students scoring in each Lexile “Stretch Band.” The American Literature and Composition example shows the following:

- Above the Stretch Band – 30 percent of students in the school scored above 1385L.
- Within the Stretch Band – 39 percent of students in the school scored between 1185L–1385L.
- Below the Stretch Band – 31 percent of students in the school scored below 1185L.

The graph shows that the school has a larger percentage of students scoring below the stretch band and within the stretch band than the system, RESA, and state. Percentages of students scoring above the stretch band are lower than the system, RESA, and state.

8 Percentage of Students in Each Mastery Category (ELA only): This section of the report displays the percentages of students in the nine domains of Reading & Vocabulary, Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Reading Literary Text, Reading Informational Text, Writing & Language, Writing, and Language. On the American Literature and Composition sample school report, results for the Reading & Vocabulary domain show that 31 percent of students at the school received a *Remediate Learning* designation, 55 percent received a *Monitor Learning* designation, and 14 percent received an *Accelerate Learning* designation. School-level domain performance can be compared to the other domains, as well as to performance at the system, RESA, and state levels. For example, when looking at school performance across the nine domains, the Reading Literary Text domain showed the highest percentage of students receiving an *Accelerate Learning* designation. Furthermore, the school outperformed the system, RESA, and state in this specific domain and mastery category (22 percent vs. 15 percent, 12 percent, and 12 percent, respectively).

9 Percentage of Students with Each Score Point (ELA only): ELA Content Area Summary Reports also include tables showing the percentages of students obtaining each score point for the Extended Writing Task (Traits 1 and 2) and the Narrative Writing Response. Trait 1 of the Extended Writing Task measures Idea Development, Organization, and Coherence and is worth 4 possible points. Trait 2 of the Extended Writing Task measures Language Usage and Conventions and is worth 3 possible points. The Narrative Writing Response is worth a maximum of 4 points.

The sample American Literature and Composition school report shows that 5 percent of students in the school obtained the highest possible score on Trait 1 while 25 percent achieved the highest possible score on Trait 2 of the Extended Writing Task. On the Narrative Writing Response, 7 percent of students in the school received the highest score of 4 points. These results show that for Traits 1 and 2, a smaller percentage of students at the school are receiving the highest writing scores compared to the RESA and state. For the Narrative Writing Response, a larger percentage of students at the school are receiving the highest writing scores compared to the RESA and state.

10 Number of Students with a Writing Condition Code (ELA only): Condition codes are assigned when a score cannot be assigned to the Extended Writing Task or the Narrative Writing Response. The tables in this section of the Content Area Summary Report show the number of students who received a '0' score on one of the writing tasks and the reason why. There are seven writing condition codes to indicate the reason why a response was not able to be scored.

- A: Blank – no student response
- B: Copied – copied from a published source
- C: Too Limited to Score – information provided was too limited to score
- D: Non-English/Foreign Language – response was written in a language other than English
- E: Off Topic – the response is off topic
- F: Offensive – offensive language or pictures were used
- G: Illegible/Incomprehensible – the response is illegible or incomprehensible

For the American Literature and Composition sample report, 38 percent of the students in the school received a '0' score on the Narrative Writing Response; this 38 percent represents a total of 58 students. Of these 58 students, 3 students received a writing condition code of 'A' for Blank, indicating that they did not provide a response to the Narrative Writing Response. Likewise, 15 students received a condition code of 'C' meaning that their response was too limited to score. The remaining 40 students received condition codes of 'B' and 'E'. Similar information is provided for students receiving a writing condition code for the Extended Writing Task.

It is important to highlight that this section of the report reflects the *number* of students, rather than the *percentage* of students. Therefore, the numbers will always be higher at the system, RESA, and state levels than the school level. However, comparisons can be made regarding the frequency of these condition codes and their distribution across the various condition codes.

Page 2 of a Content Area Summary Report for mathematics, science, and social studies provides:

11 **Domain Performance:** Displays percentages of students in each mastery category for each domain. On the United States History report, the first domain is Colonization through the Constitution. For this domain, system-level results show that 50 percent of students scored in the *Remediate Learning* mastery category, 32 percent in the *Monitor Learning* category, and 18 percent in the *Accelerate Learning* category. System-level domain performance can be compared to other domains, as well as to performance at the RESA and state levels.

Sample School Content Area Summary Report (American Literature and Composition example)

(Please see pages 34–37 for descriptions of numbered areas.)



School Content Area Summary End-of-Course Assessment Spring 20YY

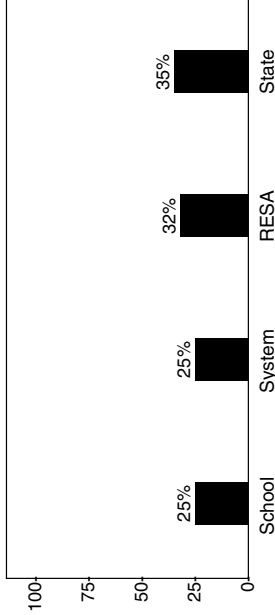
American Literature and Composition

SCHOOL: SAMPLE SCHOOL
SYSTEM: SAMPLE SYSTEM
RESA: SAMPLE RESA
STATE: GA
CODE: 999-9999

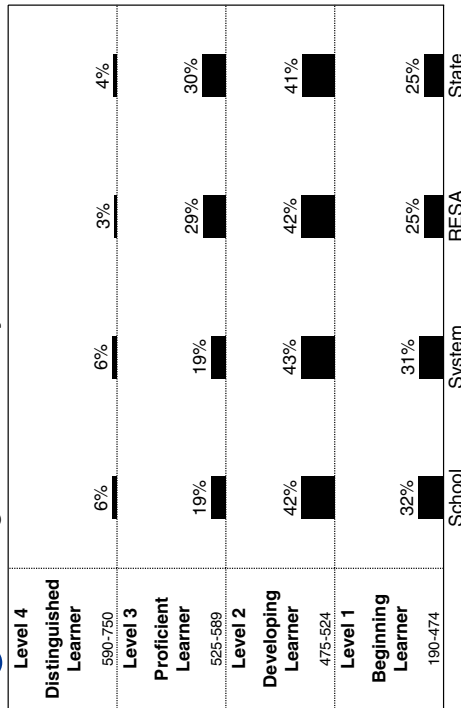
1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
School	151	497	50	25
System	453	497	50	25
RESA	2,712	503	46	32
State	29,784	505	49	35

2 Percentage of Students Proficient (Levels 3 & 4)



3 Percentage of Students by Achievement Level



4 Norm-Referenced Performance

	School	System	RESA	State
Median National Percentile	53	53	56	58
Mean Normal Curve Equivalent	51.6	51.6	52.3	53.7

5 Summary Data Exclusions for the School

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	0
Invalidation (IV)	0
Participation Invalidation (PIV)	0
Medical Emergency (ME)	0
Purpose - Retest	0
Purpose - Test Out	0
Purpose - Validation of Credit	0

• Due to rounding, percentages may not total 100%.
• To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

Sample School Content Area Summary Report (American Literature and Composition example)

(Please see pages 34–37 for descriptions of numbered areas.)

SCHOOL: SAMPLE SCHOOL
 SYSTEM: SAMPLE SYSTEM
 RESA: SAMPLE RESA
 STATE: GA
 CODE: 999-9999

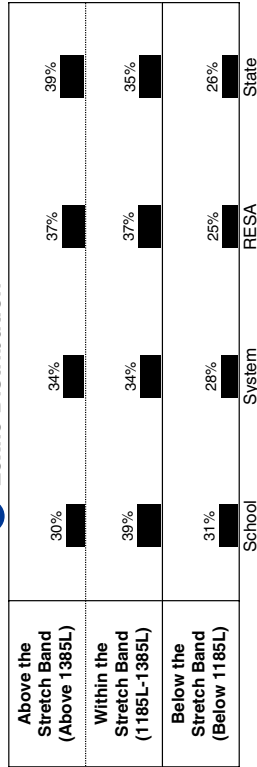
School Content Area Summary End-of-Course Assessment Spring 20YY American Literature and Composition



6 Performance by Reading Status

	Number of Students	Percentage of Students	
		Below Grade Level	Grade Level or Above
School	117	31	69
System	117	28	72
RESA	2,712	25	75
State	29,784	26	74

7 Lexile Distribution



8 Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	117	31	55	14
System	117	56	25	19
RESA	2,712	61	24	15
State	29,784	63	23	14

Number of Students	Key Ideas and Details			Craft and Structure/Integration of Knowledge and Ideas			Vocabulary Acquisition and Use		
	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	59	31	10	50	40	10	55	28	17
System	59	31	10	50	40	10	55	28	17
RESA	60	33	7	57	34	9	59	28	14
State	63	30	7	59	33	9	59	27	14

Number of Students	Reading Literary Text			Reading Informational Text		
	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	58	20	22	50	33	17
System	66	20	15	50	33	17
RESA	62	26	12	56	28	16
State	63	25	12	59	25	16

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
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 990017-000002-08623

Sample School Content Area Summary Report (American Literature and Composition example)

(Please see pages 34–37 for descriptions of numbered areas.)

SCHOOL: SAMPLE SCHOOL
 SYSTEM: SAMPLE SYSTEM
 RESA: SAMPLE RESA
 STATE: GA
 CODE: 999-9999

School Content Area Summary End-of-Course Assessment Spring 20YY American Literature and Composition



Percentage of Students in Each Mastery Category

	Number of Students	Writing & Language			
		Remediate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning
School	117	50	21	28	28
System	117	50	21	28	28
RESA	2,712	58	24	17	17
State	29,784	62	22	16	16

	Number of Students	Writing				Language			
		Remediate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning
School	117	50	37	14	17	53	30	17	17
System	117	50	37	14	17	53	30	17	17
Resa	2,712	55	35	9	61	26	13	13	13
State	29,784	59	32	9	63	25	12	12	12

9 Percentage of Students with Each Score Point

	Extended Writing Task Idea Development, Organization, and Coherence					Extended Writing Task Language Usage and Conventions					Narrative Writing Response				
	0*	1	2	3	4	0*	1	2	3	4	0*	1	2	3	4
School	12	17	41	25	5	12	12	51	25	7	38	15	33	7	7
System	12	17	41	25	5	12	12	51	25	7	38	15	33	7	7
RESA	11	13	34	34	8	11	12	51	26	4	38	19	27	12	4
State	12	12	34	33	10	12	11	50	27	5	36	18	27	14	5

* Students with a '0' score were given a condition code.

10 Number of Students with a Writing Condition Code

	Writing Condition Codes							Extended Writing Task							Narrative Writing Response						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G
School	3	2	13	0	0	0	0	3	2	13	0	0	0	0	3	5	15	0	35	0	0
System	9	6	39	0	0	0	0	9	6	39	0	0	0	0	9	15	45	0	105	0	0
RESA	82	35	194	0	11	1	5	82	35	194	0	11	1	5	208	58	260	0	614	0	13
State	618	331	1,541	4	187	7	19	618	331	1,541	4	187	7	19	1,468	490	1,621	2	4,561	2	68

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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990017-000003-08623

Sample System Content Area Summary Report (United States History example)

(Please see pages 34–37 for descriptions of numbered areas.)



System Content Area Summary End-of-Course Assessment Spring 20YY

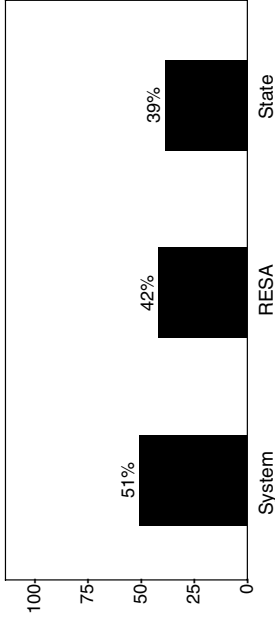
United States History

SYSTEM: SAMPLE DISTRICT
RESA: SAMPLE RESA
STATE: GA
CODE: 999

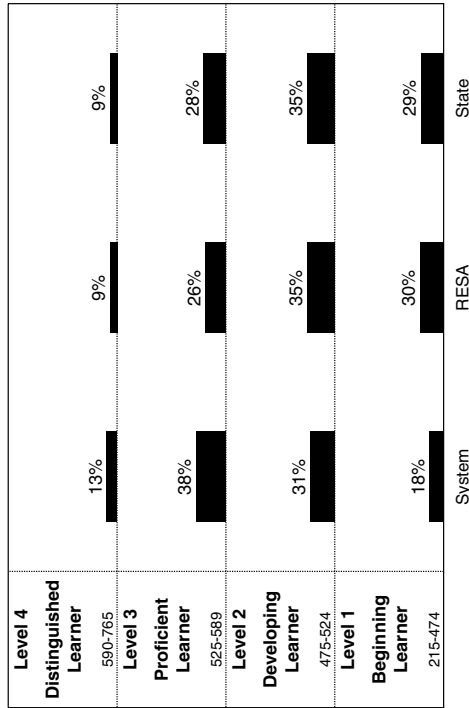
1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
System	3,071	527	57	51
RESA	2,418	509	54	42
State	24,235	510	54	39

2 Percentage of Students Proficient (Levels 3 & 4)



3 Percentage of Students by Achievement Level



4 Norm-Referenced Performance

	System	RESA	State
Median National Percentile	57	48	49
Mean Normal Curve Equivalent	53.9	49.5	49.8

5 Summary Data Exclusions for the System

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	1
Invalidation (IV)	4
Participation Invalidation (PIV)	0
Medical Emergency (ME)	0
Purpose - Retest	0
Purpose - Test Out	0
Purpose - Validation of Credit	0

• Due to rounding, percentages may not total 100%.
• To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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990012-000010-08823

Sample System Content Area Summary Report (United States History example)

(Please see pages 34–37 for descriptions of numbered areas.)



System Content Area Summary End-of-Course Assessment Spring 20YY United States History

SYSTEM: SAMPLE DISTRICT
RESA: SAMPLE RESA
STATE: GA
CODE: 999

11 Domain Performance Percentage of Students in Each Mastery Category*

	Number of Students	Colonization through the Constitution			New Republic through Reconstruction			Industrialization, Reform, & Imperialism			Establishment as a World Power			Post-World War II to the Present		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
System	114	50	32	18	53	32	16	61	37	3	63	30	7	71	20	9
RESA	2,418	52	36	12	50	37	13	52	38	10	55	32	13	63	22	15
State	24,235	52	37	11	48	39	13	50	41	9	53	33	14	63	22	15

*Domain Mastery:
1 = Remediate Learning
2 = Monitor Learning
3 = Accelerate Learning

• Due to rounding, percentages may not total 100%.
• To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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890015-000011-08823

Summary Reports of All Student Populations

Static Summary Reports of All Student Populations are generated at the school, system, and state levels during the winter, spring, and summer main administrations. The reports are generated by course and present summary statistics for all students as well as particular groups of students. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics. For this reason and to protect the privacy of individual students, summary information is not provided for groups of fewer than 15 students on the static Summary Reports of All Student Populations.

A sample state summary report for United States History appears on pages 45 and 46. Population Summary Reports for other courses (including ELA) contain similar information.

The Summary of All Student Populations Report provides:

- 1 **Group:** The student group provides a break-out for all students and various demographic groups such as regular program students (e.g., Section 504, English learners), special education students (disaggregated by specific disabilities), gender, ethnicity/race, and students provided with accommodations.
- 2 **Number of Students:** The summary report identifies the total number of students who received scores as well as a disaggregation by the number of students who received scores based on a conditional administration versus a standard administration. The sample report indicates that 2 students had conditional administrations and 21,228 had standard administrations for a total of 21,230 students statewide receiving scores on the United States History EOC assessment. As expected, most of these 21,230 students are regular program students (19,357) while 1,873 are special education students.
- 3 **Mean Scale Score:** This statistic indicates the arithmetic average scale score for each group of students in the state who received scores. The sample report indicates that the mean scale score for all students is 510. When looking at gender, males had a higher mean scale score than females (515 vs. 505).
- 4 **Percentage of Students Scoring in Each Achievement Level:** There are four achievement levels for the EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. In United States History, 29 percent are *Beginning Learners*, 32 percent are *Developing Learners*, 32 percent are *Proficient Learners*, and 8 percent are *Distinguished Learners* in the All Students category.
- 5 **Purpose of Testing:** There are a number of reasons why a student may be taking the EOC assessment. The most common reason is because a student is completing a course and the EOC assessment is required as the final exam for the course. If students have indicated their purpose for taking the EOC assessment, then the summary report provides a count of the number of students classified in each of the five categories.
 - Completion of Course – 19,712 students indicated that they took the United States History EOC assessment to complete the course. These students are included in summary information.
 - Make-up from Previous Administration – 99 students took United States History as a make-up from a previous administration. These students are included in summary information.
 - Retest – No students indicated that they were taking the United States History EOC assessment as a retest. These students are excluded from summary information.
 - Test Out – 9 students indicated that they were taking the United States History EOC assessment as a test out opportunity. These students are excluded from summary information.
 - Validation of Credit – 61 students indicated that they took the United States History EOC assessment in order to obtain credit for a course taken elsewhere. These students are excluded from summary information.

- ⑥ **Students with No Scores:** These are students who receive a code instead of a scale score and are excluded from the summary data. The summary report provides the number of students who did not receive scores for one of the following reasons:
- Present, Test Not Attempted (PTNA) – 2 students received a PTNA in United States History.
 - Did Not Attempt (DNA) – 2 students received a DNA in United States History.
 - Invalidation (IV) – 60 students received an IV in United States History.
 - Participation Invalidation (PIV) – No students received a PIV in United States History.
 - Medical Emergency (ME) (Spring only) – One student received a ME in United States History.

Sample State Summary Report of All Student Populations (United States History example)

(Please see page 43 for descriptions of numbered areas.)



State Summary of All Student Populations End-of-Course Assessment Spring 20YY

United States History

STATE: GA

1 Group	2 Number of Students			3 Mean Scale Score	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations		Beginning Learner (215-474)	Developing Learner (475-524)	Proficient Learner (525-589)	Distinguished Learner (590-765)
All Students	21,230	2	21,228	510	29	32	32	8
All Regular Program Students	19,357	0	19,357	513	26	31	34	9
Section 504	420	0	420	520	23	30	37	10
English Learner	519	0	519	464	67	23	9	1
English Learner - Monitored	236	0	236	514	22	37	35	6
Migrant	49	0	49	504	34	31	27	8
All Other Regular Program Students	18,366	0	18,366	518	24	31	35	9
All Special Education Students	1,873	2	1,871	476	58	25	14	3
Visual Impairment or Blind (01)	9	0	9	506	39	28	28	6
Deaf or Hard of Hearing (02)	33	0	33	461	72	12	13	3
Deaf and Blind (03)	0	0	0	—	—	—	—	—
Specific Learning Disabilities (04)	1,063	1	1,063	472	59	27	12	1
Mild Intellectual Disabilities (05)	60	1	59	433	96	4	0	0
Traumatic Brain Injury (06)	4	0	4	446	83	11	6	0
M/S/P Intellectual Disabilities (07)	0	0	0	—	—	—	—	—
Autism (08)	91	0	91	505	40	22	28	10
Orthopedic Impairments (09)	8	0	8	500	36	36	20	8
Speech-Language Impairments (10)	23	0	23	495	44	26	23	8
Emotional and Behavioral Disabilities (11)	184	0	184	477	58	23	17	3
Other Health Impairments (12)	398	0	398	478	55	27	15	3
Gender	21,230	2	21,228	510	30	30	31	8
Female	10,429	2	10,429	505	32	32	30	6
Male	10,801	2	10,799	515	29	29	33	10

- Due to rounding, achievement level percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Student grouping information is based on data supplied by the school systems.

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation), PIV (Participation Invalidation), or ME (Medical Emergency).
- Summary data also exclude students who indicated Retest, Test-Out, or Validation of Credit for the

Sample State Summary Report of All Student Populations (United States History example)

(Please see page 43 for descriptions of numbered areas.)



State Summary of All Student Populations End-of-Course Assessment Spring 20YY

United States History

STATE: GA

1 Group	2 Number of Students			3 Mean Scale Score	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations		Beginning Learner (215-474)	Developing Learner (475-524)	Proficient Learner (525-589)	Distinguished Learner (590-765)
Ethnic Group	20,841	2	20,839	510	30	30	31	8
Asian/Pacific Islander	523	0	523	538	17	24	41	18
Black, Non-Hispanic	7523	1	7,522	492	42	32	22	4
Hispanic	2,288	1	2,287	504	34	31	29	6
American Indian/Alaskan Native	46	0	46	510	30	32	32	6
White, Non-Hispanic	9,940	0	9,940	532	16	29	41	14
Multiracial	521	0	521	519	23	31	36	10
All Accommodated	2,082	2	2,080	480	54	25	17	3
Section 504	244	0	244	516	26	30	35	9
English Learner	294	0	294	461	71	21	7	1
English Learner - Monitored	101	0	101	504	29	36	31	4
Special Education	1,472	2	1,470	474	59	25	14	2

5

Purpose of Testing	Number of Students
Completion of Course	19,712
Make-up From Previous Administration	99
Retest	0
Test-Out	9
Validation of Credit	61

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation), PIV (Participation Invalidation), or ME (Medical Emergency).
- Summary data also exclude students who indicated Retest, Test-Out, or Validation of Credit for the

6

Students with No Scores	Number of Students
Present, Test Not Attempted (PTNA)	2
Did Not Attempt (DNA)	2
Invalidation (IV)	60
Participation Invalidation (PIV)	0
Medical Emergency (ME)	1

- Due to rounding, achievement level percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Student grouping information is based on data supplied by the school systems.

INTERACTIVE REPORTING

The Interactive Reporting platform leverages industry-leading technologies that provide Georgia users more options and flexibility than traditional reporting formats such as PDFs and file extracts. The system incorporates advanced visualization tools and best practices from data analytics and business intelligence in order to process and display large amounts of data in near-real time. Users can filter, sort, drill down, and export data all within a modern, intuitive interface. As with all components of the DRC INSIGHT Portal, the Interactive Reporting suite is role- and permission-based, which allows for controlled access to data and supports Georgia’s data privacy policies for each and every system user and student record.

Class Roster Reports

Class Roster reports are accessible via the Class Roster tab in Interactive Reporting. On the Class Roster report, a list of students and their test scores are provided. For school and district users, class groupings are reported based on test session information and the roster information provided in the roster file upload. For teacher users, class groupings are reported based on the roster information provided in the rostering file upload.

As noted above, these rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. Because the Class Roster reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

A noteworthy difference between the Interactive Class Roster and the static Class Roster is the Class Roster Summary information that is provided on the subsequent pages of the static Class Roster. This summary information is also provided on the interactive reports, but it is located under two different tabs: Content Area Summary and Domain Summary. These reports will be discussed in the following sections. Examples of the Interactive Reporting versions of the American Literature and Composition Class Roster are on pages 49–50.

The Interactive Class Roster Report provides:

- 1 **Course:** Each Class Roster Report lists the name of the course being reported.
- 2 **Class Demographic Information:** This includes the Class Name, the school name, and the system name.
- 3 **Student Demographic Information:** The student’s name is followed by the student’s GTID number, birth date, grade, and test form number.
- 4 **Scale Score:** The Class Roster Report indicates the scale score for each student on the roster. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received a scale score of 567.
- 5 **Achievement Level:** There are four achievement levels for the EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The Interactive Class Roster provides a color-coded, numeric achievement level in addition to the achievement level description. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received an achievement level of 3, which is a *Proficient Learner*.
- 6 **Grade Conversion Score (GCS):** Grade conversion scores range from 0 to 100. This score is used for incorporating the EOC score into the student’s final course grade. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received a GCS of 87.
- 7 **Lexile Score (ELA Only):** The individual student Lexile measure indicates the level of text that a student can read with 75 percent comprehension. Students in grades 1–12 typically score in a range from Beginning Reader (BR) to 1600L. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan’s Lexile Measure is 1585L.

- 8 **Reading Status (ELA only):** For American Literature and Composition, students receive a reading status: either *Below Grade Level (-)* or *Grade Level or Above (+)*. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received a reading status of *Grade Level or Above*.
- 9 **Domain Scores:** Standards for each course have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received *Accelerate Learning* on all nine of the domains.
- 10 **Writing (ELA only):** For the Writing & Language Domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown.
- On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan’s Writing Genre was Informational/Explanatory. He also scored 3 out of 4 points on the Ideas trait (i.e., Idea Development, Organization, and Coherence) and 3 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, he scored 3 out of 4 points on the Narrative Writing Response.
- 11 **National Percentile Range:** The national percentile range is included for each student. On the Interactive Class Roster for American Literature and Composition, Ulysses received a national percentile range of 63–87.
- 12 **Student Growth Percentile and SGP Level (Low, Typical, High Growth):** Measures student progress from one year to the next by comparing a student’s test performance to that of academically similar students. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance that student demonstrated compared to their academic peers. On the sample Class Roster for Algebra 1, Franklin Adams grew more than 62 percent of academically similar students, which is classified as demonstrating *Typical Growth*. Student Growth Percentile and SGP Level are not calculated for science or social studies. For 2022–2023, Student Growth Percentiles and SGP Level are not calculated for American Literature and Composition.

Sample Interactive Class Roster (American Literature and Composition example)

(Please see pages 47–48 for descriptions of numbered areas.)

Class Name	Student Name	GTID	Birth Date	Grade	American Literature and Composition Form	American Literature and Composition Scale Score ¹	American Literature and Composition Achievement Level	American Literature and Composition Achievement Level Description	Grade Conversion Score	National Percentile Range ²	Lexile Score	Reading Status
Danielle, Noble	Adams, Franklin	9899196585	05/30/2003	11	B2	467	1	Beginning Learner	65	03-24	1185L	Grade Level or Above
Danielle, Noble	Adams, Gerald N	9899782761	03/15/2003	11	B2	467	1	Beginning Learner	65	39-62	1075L	Below Grade Level
Danielle, Noble	Adams, Martin K	9899315280	06/10/2003	11	A1	448	1	Beginning Learner	61	07-29	1015L	Below Grade Level
Danielle, Noble	Adams, Rutherford	9899599079	08/28/2003	11	A1	452	1	Beginning Learner	62	06-27	945L	Below Grade Level
Danielle, Noble	Buchanan, Andrew	9899931669	03/17/2003	11	A1	478	2	Developing Learner	69	13-35	1120L	Below Grade Level
Danielle, Noble	Buchanan, Ulysses D	9899509843	10/30/2003	11	B2	567	3	Proficient Learner	87	63-87	1585L	Grade Level or Above
Danielle, Noble	Buchanan, Zachary I	9899115227	04/13/2003	11	A1	434	1	Beginning Learner	58	16-38	980L	Below Grade Level
Danielle, Noble	Carter, William I	9899207119	05/05/2003	11	A1	524	2	Developing Learner	79	54-80	1505L	Grade Level or Above
Danielle, Noble	Clinton, Benjamin B	9899395911	12/03/2002	11	A1	509	2	Developing Learner	76	15-38	1345L	Grade Level or Above
Danielle, Noble	Clinton, George R	9899199325	10/25/2002	11	B2	516	2	Developing Learner	77	64-88	1345L	Grade Level or Above

Sample Interactive Class Roster (American Literature and Composition example)

(Please see pages 47–48 for descriptions of numbered areas.)

DRC INSIGHT™ GEORGIA MY APPLICATIONS Dashboard Class Roster Admin Year 20XX - 20XX SAMPLE DISTRICT School District Content Area Summary Domain Summary Demographic Summary Remediation and Retest Roster LCE Roster Batch Download Report Delivery Quick Links Course American Literature and Composition Class Daniellis, Noble																										
This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.																										
9	Reading and Vocabulary Domain Mastery	Remediate Learning	Key Ideas and Details Domain Mastery	Remediate Learning	Craft and Structure/Integration of Knowledge and Ideas Domain Mastery	Remediate Learning	Vocabulary Acquisition and Use Domain Mastery	Remediate Learning	Reading Literary Text Domain Mastery	Remediate Learning	Reading Informational Text Domain Mastery	Remediate Learning	Writing and Language Domain Mastery	Remediate Learning	Writing Domain Mastery	Remediate Learning	Language Domain Mastery	Remediate Learning	Writing Genre	Informational / Explanatory	Extended Writing Task - Ideas*	2 of 4	Extended Writing Task - Usage*	1 of 3	Narrative Writing Response*	3 of 4
	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	Informational / Explanatory	1 of 4	1 of 3	2 of 3	A		
	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	Argumentative	2 of 4	2 of 3	1 of 4			
	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	Argumentative	2 of 4	2 of 3	3 of 4			
	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	Argumentative	3 of 4	3 of 3	3 of 3	A		
	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Informational / Explanatory	Informational / Explanatory	3 of 4	3 of 3	3 of 3	3 of 4		
	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	Argumentative	2 of 4	2 of 3	2 of 4			
	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Argumentative	Argumentative	3 of 4	3 of 3	3 of 3	2 of 4		
	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	Argumentative	3 of 4	3 of 3	3 of 3	2 of 4		
	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	Informational / Explanatory	2 of 4	2 of 3	2 of 4			

Sample Interactive Class Roster (Algebra I example)

(Please see pages 47–48 for descriptions of numbered areas.)

Algebra I Roster
 This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.

Class Name ↑	Student Name ↑	GTID	Birth Date	Grade	Algebra I Form	Algebra I Scale Score	Algebra I Achievement Level	Algebra I Achievement Level Description	Grade Conversion Score	Growth Percentile	Growth Level	National Percentile Range*	Equations Domain Mastery	Expressions Domain Mastery	Functions Domain Mastery	Algebra I Connecticut Statistics Probability Domain I
Danielle, Nicole	Adams, Franklin	9999196595	12/04/2007	9	A36	506	4	Distinguished Learner	97	82	Typical Growth	82-97	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning
Danielle, Nicole	Adams, Gerald N	9997762761	01/20/2008	9	B2	483	2	Developing Learner	70	11	Low Growth	51-68	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning
Danielle, Nicole	Adams, Martin J	9998315280	06/10/2008	9	A9	532	3	Proficient Learner	89			91-96	Accelerate Learning	Accelerate Learning	Accelerate Learning	Monitor Learning
Danielle, Nicole	Adams, Ruthford	9995590079	01/19/2007	9	B22	551	3	Proficient Learner	84	69	High Growth	85-92	Monitor Learning	Monitor Learning	Accelerate Learning	Remediate Learning
Danielle, Nicole	Buchanan, Andrew	999651569	07/23/2007	9	B14	520	2	Developing Learner	76	39	Typical Growth	70-81	Remediate Learning	Monitor Learning	Monitor Learning	Monitor Learning
Danielle, Nicole	Buchanan, Livadas D	999500943	07/21/2008	9	B36	551	3	Proficient Learner	84	65	High Growth	81-89	Monitor Learning	Monitor Learning	Accelerate Learning	Accelerate Learning
Danielle, Nicole	Buchanan, Zachary T	9999115227	12/07/2007	9	A5	570	3	Proficient Learner	87	70	High Growth	88-95	Accelerate Learning	Monitor Learning	Monitor Learning	Accelerate Learning
Danielle, Nicole	Castro, William T	9998027116	09/26/2007	9	B16	556	3	Proficient Learner	85	79	High Growth	83-91	Monitor Learning	Monitor Learning	Monitor Learning	Accelerate Learning
Danielle, Nicole	Clinton, Benjamin J	999395911	02/15/2008	9	A29	589	3	Proficient Learner	90	95	High Growth	91-96	Monitor Learning	Monitor Learning	Accelerate Learning	Accelerate Learning

Content Area Summary Reports

Interactive Content Area Summary Reports are generated at the state, system, school, and class levels for each course during the winter, spring, and summer main administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Content Area Summary Report provides overall performance data for a class. The School Content Area Summary Report provides overall performance data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data for the system, RESA, and state. The State Content Area Summary Report simply provides these data at the overall state level.

The interactive Content Area Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Achievement Level

The screenshot on page 53 provides a graphical representation of the Percentage of Students in Each Achievement Level at the class level. The sample report shows 45 percent of students scored *Proficient Learner* in class Biology, while 13 percent of students in the class scored *Distinguished Learner*.

The screenshot on page 54 provides a graphical representation of the Summary of Achievement Level by Classes. The sample report shows 6 percent of students scored *Proficient Learner* in Biology in class Biology.01, compared to 19 percent in class Biology.02.

The screenshot on page 55 provides a graphical representation of the Summary of Achievement Level by Schools. The sample reports shows 24 percent of students scored *Developing Learner* in Biology at the first High School, compared to 20 percent at the second High School.

The screenshot on page 56 provides a graphical representation of the Summary of Achievement Level by State, RESA, and District. The sample report shows 21 percent of students scored *Proficient Learner* in Biology at the district, compared to 30 percent at the State and 27 percent at the RESA.

Mean Scale Score

The screenshot on page 57 provides a graphical representation of the Mean Scale Score for State, RESA, District, School, and Classes from the School Content Area Summary report. The sample report shows the mean scale score for Biology in class TeacherOne.Biology.01 was 465, compared to 511 at the school, 490 at the district, 501 at the RESA, and 510 at the state.

The screenshot on page 58 provides a graphical representation of the Mean Scale Score by State, RESA, District, and Schools from the District Content Area Summary report. The sample report shows the mean scale score at the first High School was 461 compared to 490 at the district, 501 at the RESA, and 510 at the state.

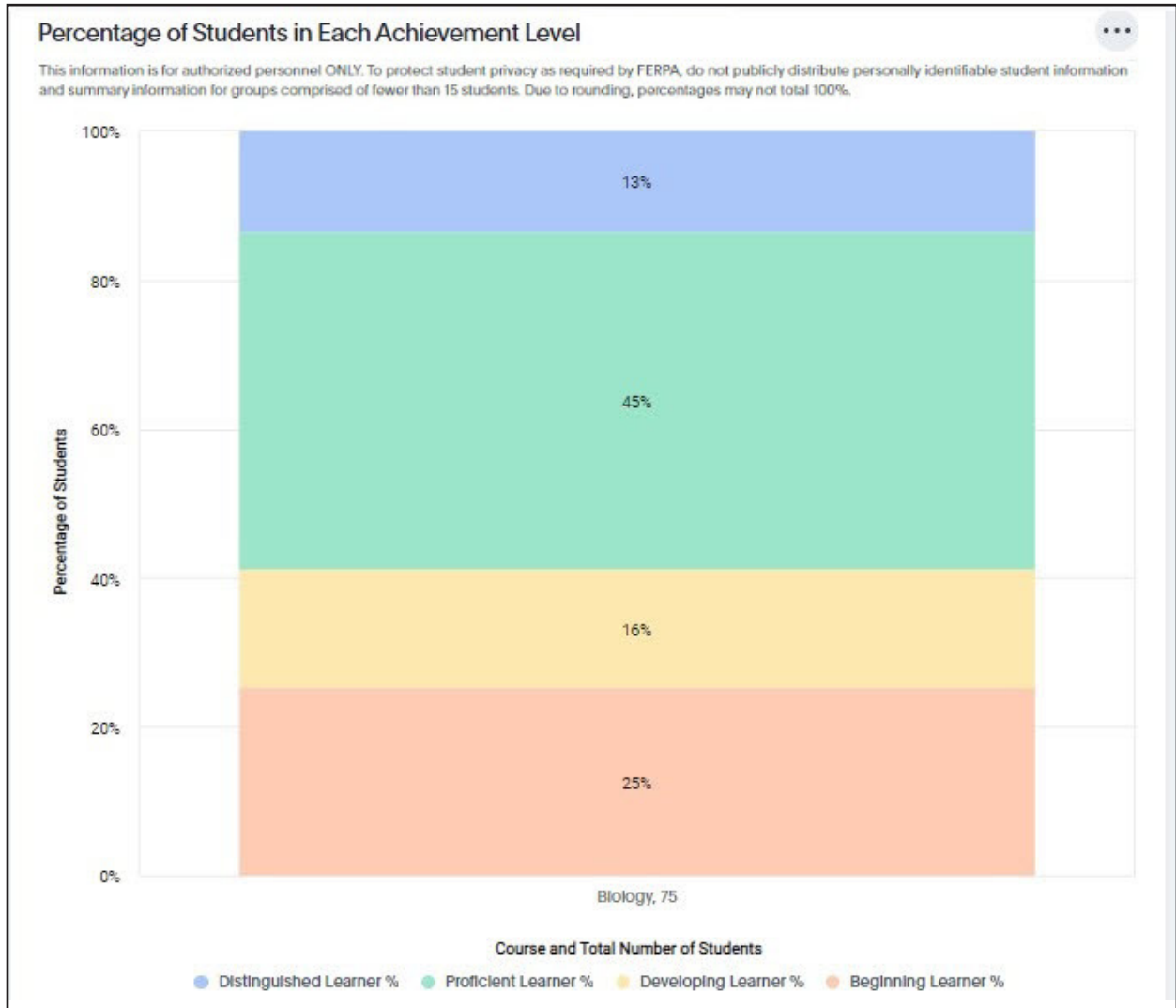
Summary of Content Area

The screenshot on page 59 shows a table for the School Content Area report. The table provides information about the total number of students, mean scale score, standard deviation, achievement level percentage, median national percentile, and mean normal curve equivalent. The sample report shows 22 percent of students scored *Developing Learning* in class TeacherOne.Biology.01, compared to 29 percent at the school, 28 percent at the district, 27 percent at the RESA, and 28 percent at the state.

The screenshot on page 60 shows a table for the District Content Area report. The sample report shows 7 percent of students scored *Proficient Learner* at Sample School 01, compared to 21 percent at the district, 27 percent at the RESA, and 30 percent at the state.

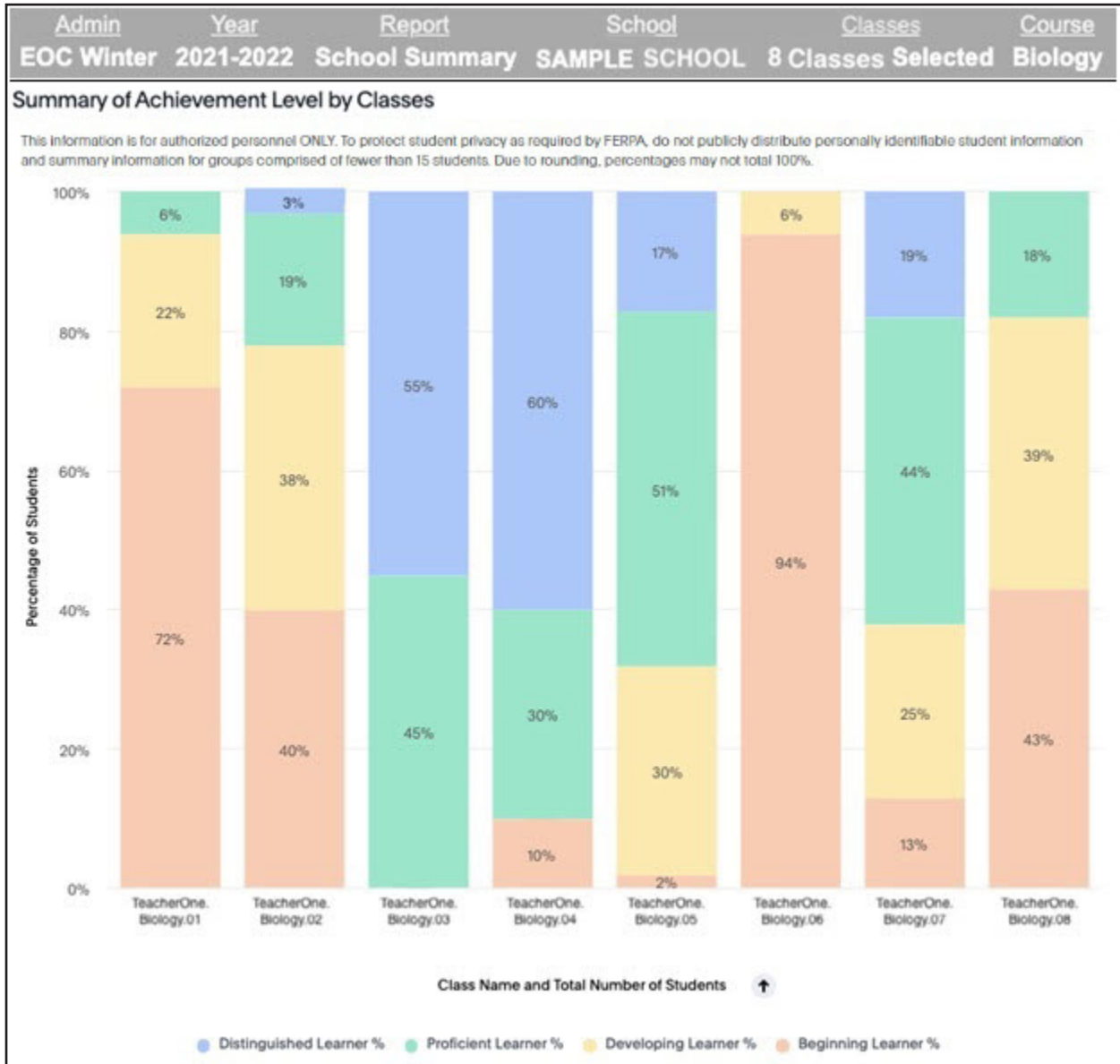
Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)



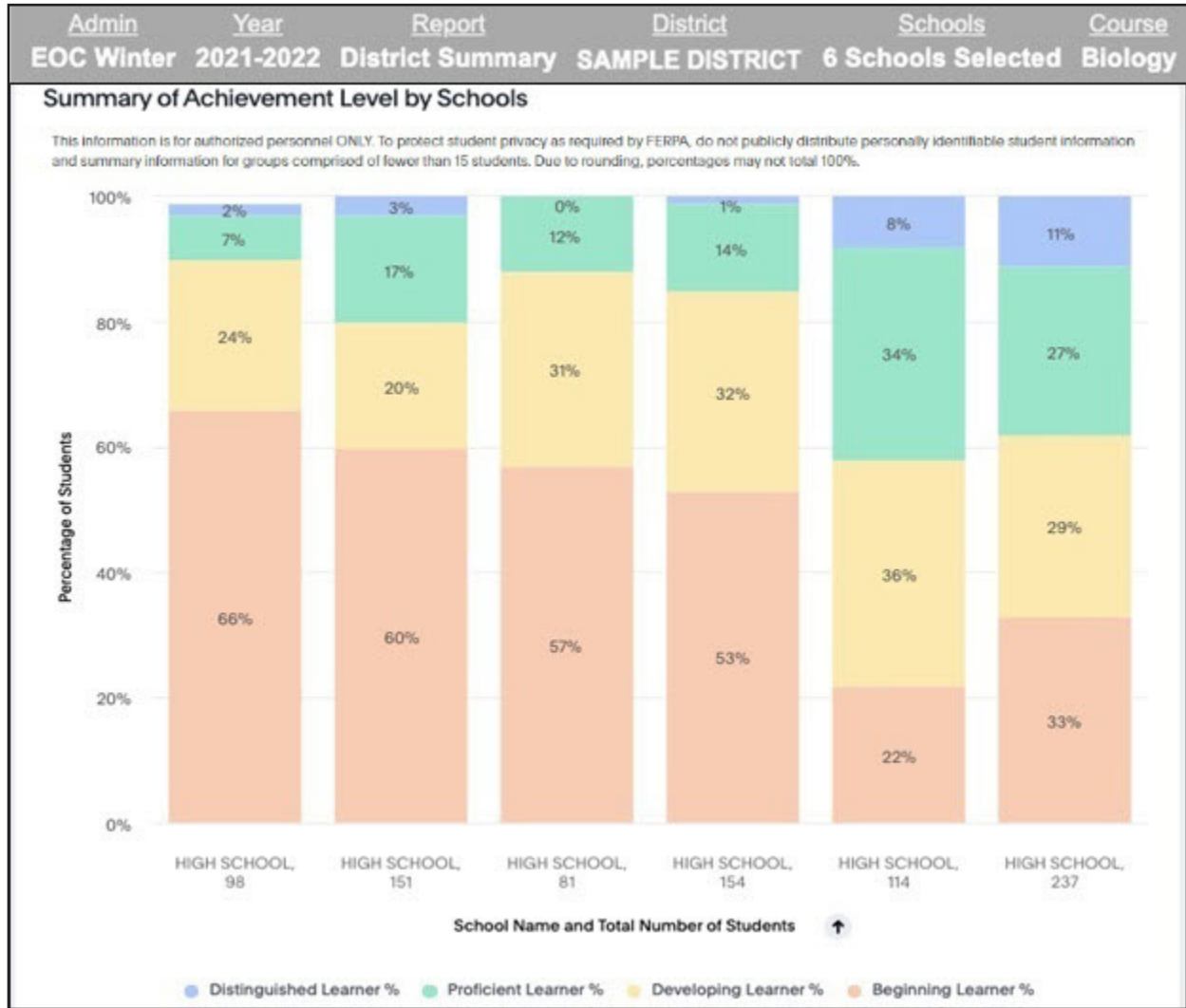
Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)



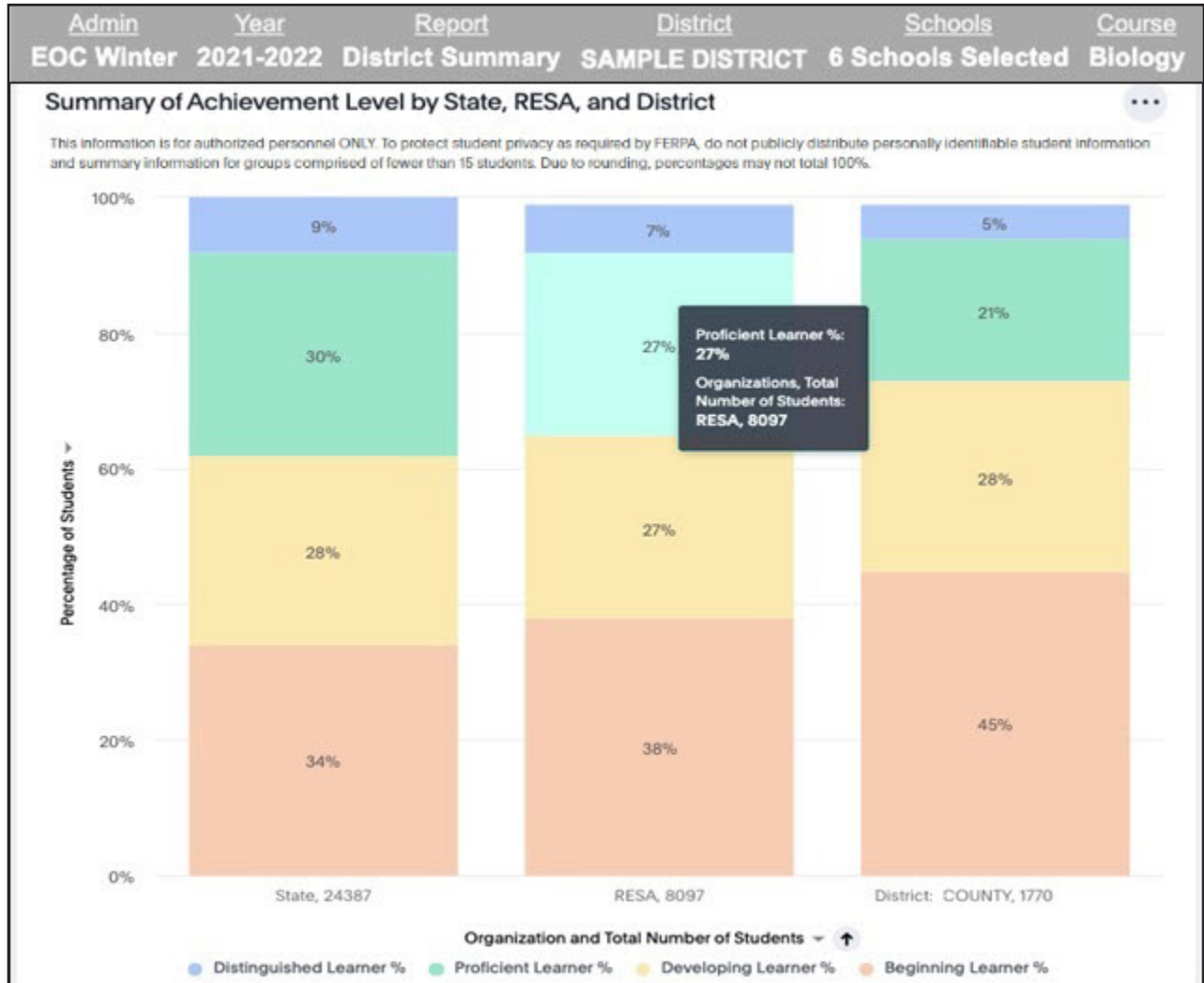
Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)



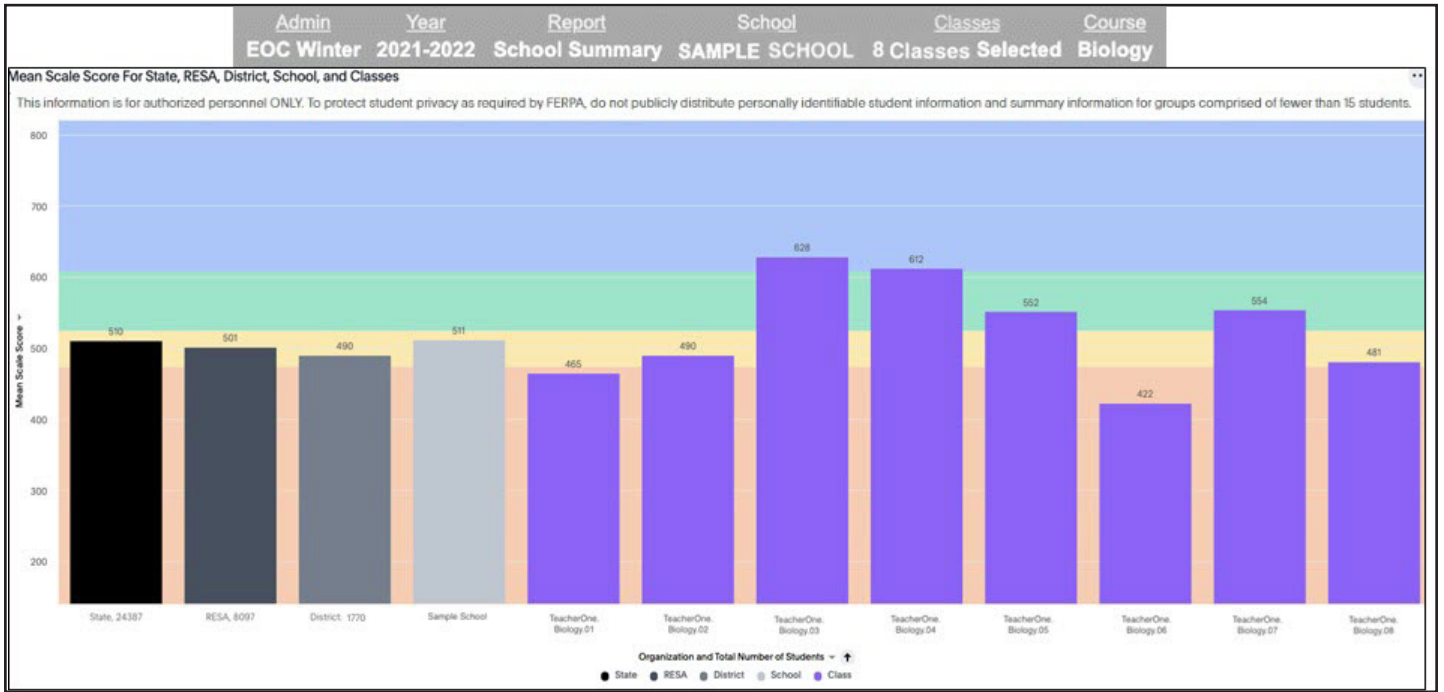
Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)



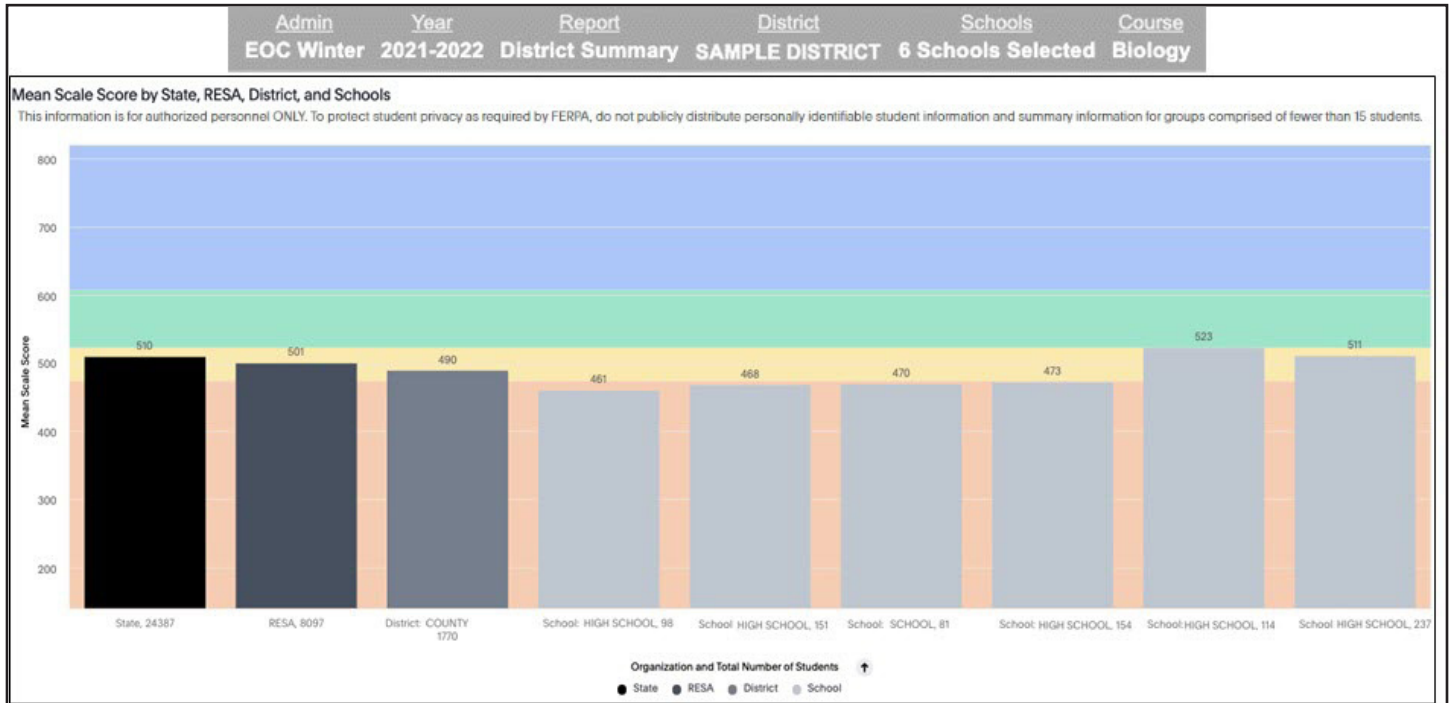
Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)



Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)



Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)

		Admin	Year	Report	School	Classes	Course				
		EOC Winter	2021-2022	School Summary	SAMPLE SCHOOL	8 Classes Selected	Biology				
Summary of Content Area For State, RESA, District, Schools, and Classes											
This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.											
Organizations ↑	Total Number of Students	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Proficient & Above %	Developing & Above %	Median National Percentile	Mean Normal Curve Equivalent
State	24,387	510	69	34%	28%	30%	9%	39%	67%	61	56.2
RESA	8,097	501	70	38%	27%	27%	7%	34%	61%	57	53.8
District: Sample District	1,770	490	64	45%	28%	21%	5%	26%	54%	51	50.5
School: Sample School	237	511	69	33%	29%	27%	11%	38%	67%	60	56.6
Class: TeacherOne.Biology.01	18	465	35	72%	22%	6%	0%	6%	28%	38	42.7
Class: TeacherOne.Biology.01	52	490	45	40%	38%	19%	2%	21%	59%	52	51
Class: TeacherOne.Biology.01	11	628	43	0%	0%	45%	55%	100%	100%		
Class: TeacherOne.Biology.01	10	612	71	10%	0%	30%	60%	90%	90%		
Class: TeacherOne.Biology.01	53	552	45	2%	30%	51%	17%	68%	98%	80	68.6
Class: TeacherOne.Biology.01	16	422	22	94%	6%	0%	0%	0%	6%	19	30.6
Class: TeacherOne.Biology.01	16	554	60	13%	25%	44%	19%	63%	88%	81	69.4
Class: TeacherOne.Biology.01	61	481	49	43%	39%	18%	0%	18%	57%	53	49

Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)

	Admin	Year	Report	District	Schools	Course					
	EOC Winter	2021-2022	District Summary	SAMPLE DISTRICT	6 Schools Selected	Biology					
Summary of Content Area For State, RESA, District, and Schools											
This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.											
Organizations ↑	Total Number of Students	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Proficient & Above %	Developing & Above %	Median National Percentile	Mean Normal Curve Equivalent
State	24,387	510	69	34%	28%	30%	9%	39%	67%	61	56.2
RESA	8,097	501	70	38%	27%	27%	7%	34%	61%	57	53.8
District: Sample District	1,770	490	64	45%	28%	21%	5%	26%	54%	51	50.5
School: Sample School 01	98	461	54	66%	24%	7%	2%	9%	33%	33	41.5
School: Sample School 02	151	468	61	60%	20%	17%	3%	20%	40%	34	44.1
School: Sample School 03	81	470	50	57%	31%	12%	0%	12%	43%	44	45.4
School: Sample School 04	154	473	50	53%	32%	14%	1%	15%	47%	41	45.9
School: Sample School 05	114	523	59	22%	36%	34%	8%	42%	78%	68	60
School: Sample School 06	114	523	59	22%	36%	34%	8%	42%	78%	68	60

Domain Summary Reports

Interactive Domain Summary Reports are generated at the state, system, school, and class levels for each course during the winter, spring, and summer main administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Domain Summary Report provides domain-level data at the class level. Similarly, the System domain Summary Report provides overall domain-level data for the schools, system, RESA, and state. The State Domain Summary Report simply provides these data at the overall state level.

The interactive Domain Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Domain Mastery

The screenshot on page 62 is a sample Summary of Domain Mastery by Class that provides a graphical representation of student performance in each domain at the class level. The sample report shows 17 percent of students in the class scored in *Accelerate Learning* on the Cells domain.

The screenshot on page 63 is a sample Summary of Domain Mastery by Classes that provides a graphical representation of student performance in the Ecology domain in Biology. The sample report shows 6 percent of students in class TeacherOne.Biology.01 scored in *Monitor Learning*, compared to 25 percent who scored *Monitor Learning* on the Ecology domain in class TeacherOne.Biology02.

The screenshot on page 64 is a sample Summary of Domain Mastery by Schools, and provides a graphical representation of student performance in the Ecology domain in Biology at the school level. The sample report shows 12 percent of students at the first High School scored in *Monitor Learning*, compared to 20 percent who scored *Monitor Learning* on the Ecology domain at the second High School.

The screenshot on page 65 is a sample Summary of Domain Mastery by State, RESA, and District. The sample report shows 13 percent of students at the district scored in *Accelerate Learning* in the Ecology domain, compared to 16 percent at the RESA, and 19 percent at the state. The screenshot also shows the hover over tool tip for the state percentage of students in *Accelerate Learning* for this domain.

The screenshot on page 66 displays a table with the percentage of students scoring in the domain mastery category for the State, RESA, District, School, and Classes. On the sample Summary of Domain report, 6 percent of students scored in *Accelerate Learning* in the Ecology Domain in class TeacherOne.Biology.01, compared to 24 percent at the school, 13 percent at the district, 16 percent at the RESA, and 19 percent at the state.

Sample Interactive Domain Summary Reports (Biology example)

(Please see page 61 for description of sample report.)



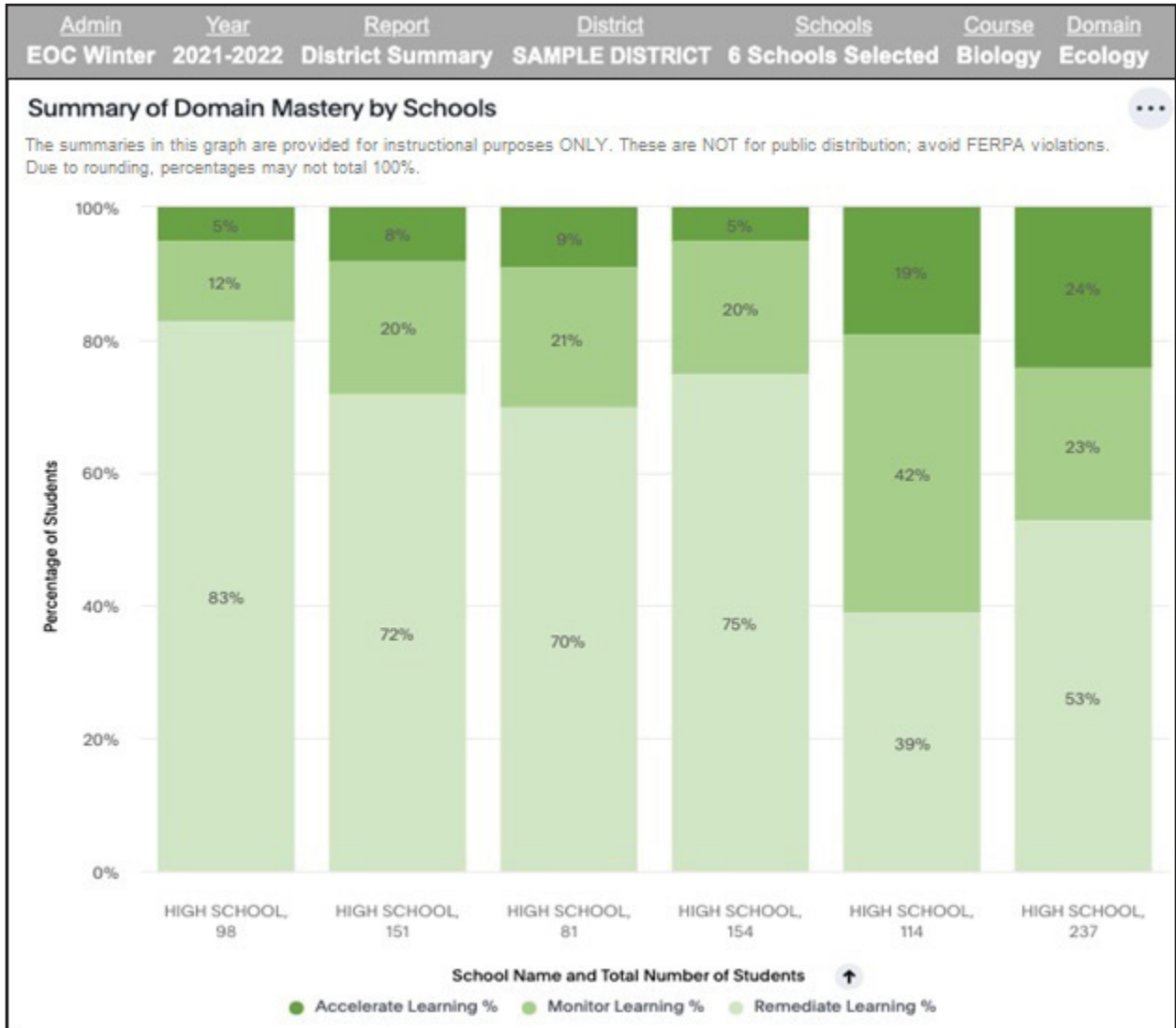
Sample Interactive Domain Summary Reports (Biology example)

(Please see page 61 for description of sample report.)



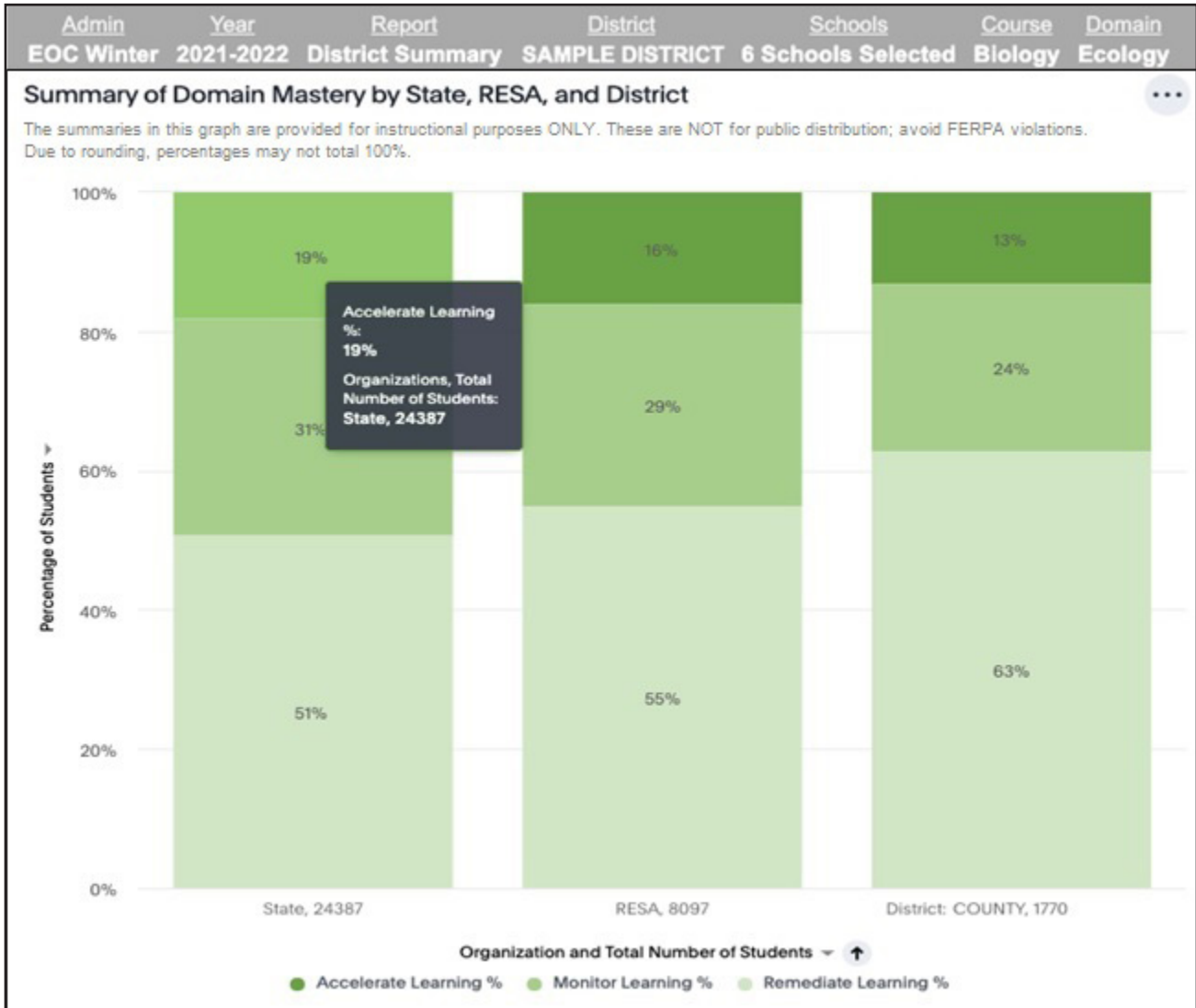
Sample Interactive Domain Summary Reports (Biology example)

(Please see page 61 for description of sample report.)



Sample Interactive Domain Summary Reports (Biology example)

(Please see page 61 for description of sample report.)



Sample Interactive Domain Summary Reports (Biology example)

(Please see page 61 for description of sample report.)

Admin	Year	Report	District	School	Course	Domain	Class Name
EOC Winter	2021-2022	School	SAMPLE DISTRICT	SAMPLE SCHOOL	Biology	Ecology	7 Classes Selected
Summary of Domain For State, RESA, District, School, and Classes The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, percentages may not total 100%.							
Organizations ↑	Course	Domain	Total Number of Students	Remediate Learning %	Monitor Learning %	Accelerate Learning %	
State	Biology	Ecology	24,387	51%	31%	19%	
RESA	Biology	Ecology	8,097	55%	29%	16%	
District: Sample District	Biology	Ecology	1,770	63%	24%	13%	
School: Sample School	Biology	Ecology	237	53%	23%	24%	
Class: TeacherOne.Biology.01	Biology	Ecology	19	89%	6%	6%	
Class: TeacherOne.Biology.02	Biology	Ecology	11	63%	25%	12%	
Class: TeacherOne.Biology.03	Biology	Ecology	19	0%	36%	64%	
Class: TeacherOne.Biology.04	Biology	Ecology	21	10%	30%	60%	
Class: TeacherOne.Biology.05	Biology	Ecology	25	23%	32%	45%	
Class: TeacherOne.Biology.06	Biology	Ecology	2	100%	0%	0%	
Class: TeacherOne.Biology.07	Biology	Ecology	9	19%	38%	44%	

Demographic Summary Reports

Interactive Demographic Summary Reports are generated at the state, system, and school levels for each course during the winter, spring, and summer main administrations. Demographic category, number of students tested, mean scale score, standard deviation, and achievement level information is presented in this report. Note that the Demographic Summary is not available at the class level.

The interactive Demographic Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Demographic Summary

The information in the widgets at the top of the report provide summary data for All Students at the school level. The screenshot on page 68 is a sample Demographic Summary by School that provides demographic information in a table format at the school level. The sample report shows 5 students tested in the Section 504 demographic, 1 student tested in the English Learner demographic, and 1 student tested in the English Learner—Monitored demographic. Note that summary information is *not* suppressed for groups with less than 15 students. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

The information in the widgets at the top of the report provide summary data for All Students at the district level. The screenshot on page 69 is a sample Demographic Summary by District. The sample report shows 17 students tested in the Section 504 demographic, 9 students tested in the English Learner demographic, and 2 students tested in the English Learner—Monitored demographic. Note that summary information is *not* suppressed for groups with less than 15 students. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

Sample Interactive Demographic Summary

(Please see page 67 for description of sample report.)

Admin Year Report District School Course EOC Winter 2021-2022 School SAMPLE DISTRICT 1 SAMPLE HIGH SCHOOL 1 Biology														
All Administrations Number of Students 201			Conditional Administration Number of Students 0			Standard Administration Number of Students 201			Mean Scale Score 530			Standard Deviation 66		
Demographic Summary The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.														
School Name	Course	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %				
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	All Regular Program Students	176	0	176	539	63	16%	29%				
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	Section 504	5	0	5	521	56	40%	0%				
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	English Learner	1	0	1	418		100%	0%				
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	English Learner - Monitored	1	0	1	572		0%	0%				
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	Migrant	0	0	0								
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	All Other Regular Program Students	169	0	169	540	63	15%	29%				
SAMPLE HIGH SCHOOL 1	Biology	Special Education Students	All Special Education Students	25	0	25	473	59	52%	32%				

Sample Interactive Demographic Summary

(Please see page 67 for description of sample report.)

Admin Year Report District Course EOC Winter 2021-2022 District SAMPLE DISTRICT 1 Biology														
All Administrations Number of Students 515			Conditional Administration Number of Students 0			Standard Administration Number of Students 515			Mean Scale Score 514			Standard Deviation 68		
<p>Demographic Summary The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.</p>														
District Name	Course	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %			
SAMPLE DISTRICT 1	Biology	Regular Program Students	All Regular Program Students	450	0	450	520	68	26%	27%	38%			
SAMPLE DISTRICT 1	Biology	Regular Program Students	Section 504	17	0	17	520	73	29%	12%	53%			
SAMPLE DISTRICT 1	Biology	Regular Program Students	English Learner	9	0	9	432	45	78%	22%	0%			
SAMPLE DISTRICT 1	Biology	Regular Program Students	English Learner - Monitored	2	0	2	577	6	0%	0%	100%			
SAMPLE DISTRICT 1	Biology	Regular Program Students	Migrant	0	0	0								
SAMPLE DISTRICT 1	Biology	Regular Program Students	All Other Regular Program Students	422	0	422	522	67	25%	28%	38%			
SAMPLE DISTRICT 1	Biology	Special Education Students	All Special Education Students	65	0	65	470	49	57%	31%	11%			

Local Coding Error (LCE) Roster Reports

Local Coding Error (LCE) Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu.

LCE Roster Reports are generated at the system level and will include all students in the system who have an LCE. Students on this roster have a designation of a Local Coding Error (LCE) in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status—IR, IV, PIV, PTNA, ME—and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in the DRC INSIGHT Portal prior to the close of the state administration window. Students will remain on the LCE Roster until the LCE has been updated in the DRC INSIGHT Portal. Unresolved LCEs for IR, IV, and PIV will be replaced by IV in final reports. Unresolved LCEs for PTNA and ME will be replaced by DNA in final reports. It is noted that students with an LCE designation are not included in the class-level summaries reported on the preliminary Content Area and Domain Summary reports.

The LCE Roster Report is distributed via the DRC INSIGHT Portal only. The Interactive Reporting format allows System Test Coordinators the flexibility of using the sort tool to quickly identify students with an LCE designation.


A Sample LCE Roster Report appears on page 71.

The LCE Roster Report provides:

- 1 **Class Demographic Information:** This includes the system and school name, the system and school code, and the Class Name as reflected in the test session name.
- 2 **Student Demographic Information:** The report includes the student's name followed by the student's GTID number.
- 3 **Course:** The report includes the course for which the student's LCE must be corrected prior to the close of the state administration window.

Sample Local Coding Error (LCE) Roster Report

(Please see page 70 for descriptions of numbered areas.)



GEORGIA ▾ MY APPLICATIONS ▾

Dashboard
Class Roster
Content Area Summary
Domain Summary
Demographic Summary
Remediation and Retest Roster
LCE Roster
Batch Download
Report Delivery
Quick Links

Admin Year District

EOC Winter 2020-2021 SAMPLE DISTRICT

⌵ School Name (Select) ▾

LCE Roster

Students on this roster have a designation of a Local Coding Error (LCE) in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status – IR, IV, PIV, PTNA, ME – and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in INSIGHT prior to the close of the state administration window.

System Name	School Name	System Code	School Code	Class Name	Student Name	GTID	Course
SAMPLE DISTRICT	SAMPLE SCHOOL	999	9994	Geoffrey, Escobar	Hoover, John	9999274992	American Literature and Composition

Student History Roster

Student History Rosters are accessible via the Student History tab in Interactive Reporting. The Student History Roster displays a historical view of student test scores for all students placed in a current roster within the Rostering system. These rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. District and school users will have access to results for all students in rosters associated with their site. Teacher users will only have access to results for current students in rosters assigned to them, and the results will include all content areas that the student tested. To ensure teachers have access to results for only their current students, new rosters must be created for each academic year.

The screenshot on page 73 is a sample roster from Student History. The sample Student History roster shows final results from prior school years. When final reports are available for a test administration, the Student History roster is updated to include these results, thus allowing year-to-year score comparisons for each student. Preliminary results are not included in Student History rosters. Teachers and other users can view preliminary results by viewing the other tabs in Interactive Reporting (e.g., Class Roster, Content Area Summary, and Domain Summary).

The Student History Roster provides:

- 1 **Class Information:** This includes the Class Name, the school and district name.
- 2 **Student Name, GTID, Grade:** The student's name is followed by the student's GTID, and grade.
- 3 **Administration and Course/Content Area:** Student results are displayed per test administration and content area. Each row displays the test administration, content area, and the results for the student.
- 4 **Scale Score:** The student's scale score for each assessment by administration and content area is shown. Ava Logan's American Literature and Composition scale score shows 496 in EOC Spring 2021–2022 and 513 in EOC Winter 2022–2023.
- 5 **Achievement Level and Achievement Level Description:** The student's achievement level for each assessment is reported following the scale score. Ava Logan's American Literature and Composition achievement level of *Developing Learner* was the same for both EOC Spring 2021–2022 and EOC Winter 2022–2023.
- 6 **Reading Status (ELA only):** For ELA, the student's reading status displays: either *Below Grade Level* or *Grade Level or Above*. For both EOC Spring 2021–2022 and EOC Winter 2022–2023, Ava Logan had a Reading Status of *Grade Level or Above*.
- 7 **Lexile Score (ELA only):** The student's Lexile measure displays. For both EOC Spring 2021–2022 and EOC Winter 2022–2023, Ava Logan had a Lexile Score of 1210L.
- 8 **Domain Name and Domain Mastery:** The student's performance on each domain is displayed. For example, Quinn Murphy's EOC Winter 2022–2023 Algebra I domain performance was *Monitor Learning* for the Functions domain.

Sample Student History Roster

(Please see page 72 for descriptions of numbered areas.)

DRC INSIGHT GEORGIA INTERACTIVE REPORTS

Dashboard
Class Roster
Content Area Summary
Domain Summary
Demographic Summary
Remediation and Retest Roster
LCE Roster
Batch Download
Student History
Quick Links

Y District SAMPLE DISTRICT X

Y School SAMPLE SCHOOL X

Y Class Name Roster Class 5 X

Go

Student History Roster

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 12 students.

2	3	4	5	6	7	8	Domain
Student Name	Administration	Course / Content Area	Scale Score	Achievement Level	Reading Status	Lexile Score	Domain Name
LOGAN, AVA A.	EOC Winter 2022-2023	American Literature and Composition	513	2	Grade Level or Above	1210L	Reading and Vocabulary
LOGAN, AVA A.	EOC Spring 2021-2022	American Literature and Composition	496	2	Grade Level or Above	1210L	Reading and Vocabulary
MURPHY, QUINN R.	EOC Winter 2022-2023	Algebra I	473	1			Functions
MURPHY, QUINN R.	EOC Winter 2022-2023	Biology	488	2			Cells
MURPHY, QUINN R.	EOC Winter 2022-2023	United States History	456	1			Colonization through the Constitution
NELSON, JACOB B.	EOC Winter 2022-2023	Algebra I	489	2			Functions
NELSON, JACOB B.	EOC Winter 2022-2023	Biology	526	3			Cells



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